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This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Navaho in and out of class. Each of the 13 units has a "preparation stage" which consists of a self-instructional program on various grammatical points together with other activities for the student preparatory to meeting with the instructor or coming to class. These preparatory activities include written exercises, short dialogs, vocabulary, and survival expressions. Following the preparation stage is the "core stage" in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles (Stevick, ED 012 897). This stage provides for supervised application and active use of the material introduced in the preparation stage. By means of these drills it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material. The introduction to the course consists of (1) prolegomena to Navaho study, (2) presentation of the sounds of Navaho (tape-program), and (3) rules for reading and writing. The taped materials are available at cost from Brigham Young University, Provo, Utah 84601. (DD)

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NAVAHO BASIC COURSE

prepared by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE DEVELOPMENT OF
A BASIC FIRST LEVEL COURSE
IN THE NAVAHO LANGUAGE

Robert W. Blair
Leon Simmons
Gary Witherspoon

Brigham Young University
Provo, Utah

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Taped materials have been completed to accompany the basic course. They are available at cost from Brigham Young University, Provo, Utah, upon request.

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Prologomena to Navajo Study

Many of us, in the course of our education, have picked up a host of myths and confusions about language which can severely hamper our efforts to learn a foreign language, particularly one as foreign as Navajo. Contrast some of these popular myths with the facts of the matter.

MYTH

1. There exists an American Indian language still spoken in corrupt dialects by a few scattered Indian tribes. This language is called Navajo.

2. Navajo is a primitive and degenerate language, incapable of expressing any but the meanest of ideas.

3. Like other primitive languages, Navajo has only a handful (200-300) of words. Communication is necessarily supplemented with sign language; communication in

FACT

1. Literally hundreds of aboriginal languages are spoken today in North and South America. Navajo is only one of them, the largest U.S. tribe with over 100,000 speakers, but small in comparison with Aztec, Aymara, Inca, Maya, and Guarani, and other 'tribes' in Central and South America. Navajo belongs to the Apachean branch of the Athabascan family of languages, which means that Navajo and Apache are very closely related--that is, they go back only a few hundred years to a 'parent language', and this language had 'sister or cousin languages' which go back to a much more remote 'parent'. The Athabascan languages are no more related to Indian languages than they are to Chinese or English.

2. The terms "primitive" and "degenerate" in reference to any form of human speech are not serviceable. Linguistic science has discovered that all languages in the world, those spoken by Australian aborigines, African bushmen, or American Indians, as well as those spoken by highly civilized nations, seem to be equally capable of dealing with the human experience as perceived through the native culture. There is no reason why Navajo, had it been the language of the Anglo-Saxons who took over the British Isles centuries after Christ, could not have served as well as English as the language of our society.

3. The notion that Navajo or any language has a closed and limited vocabulary is nonsense. All languages use finite means to express infinite ranges of thought. The finite means consist of the words or semantic elements together with the grammatical relationships these elements can assume. Navajo speakers sense no more limitation

the dark is very highly restricted.

in the means at their disposal than we do in the means at our disposal. The vocabulary of the average Navajo is probably as large as that of the average speaker of any language. Gestures (not 'sign language') are an optional concomitant of Navajo speech just as they are of English. Navajos talk in the dark or over the telephone as freely as we do. You will hear in Navajo some of the most beautiful and eloquent speech you can imagine.

4. Navajo has no grammar.

4. It is not clear what people mean when they say that such and such a language has no grammar. If they mean that grammar is not taught out of books in school, then it is true that many languages do not enjoy that blessing! However, if they think that any language is used without a system (that is, without rules of grammar) for forming sentences, then they are clearly mistaken. Communication through language is possible only because language is a system of rules for relating elements. The system, that is, the grammar, is learned by the child long before he is of school age. It is learned, of course, without any formal instruction. And although a speaker is not conscious of the rules that govern his speech behavior, nor of having ever learned any rules, in fact he cannot speak a single sentence without applying grammar rules.

5. Navajo is not a phonetic language.

5. A confused notion exists about "phonetic" vs. "non-phonetic" languages. It is thought that some languages can not be written because their sounds are not phonetic. Supposedly, since the letters of the alphabet are assumed to have inherent values (those of English) and since many languages have un-English-like sounds, foreign to the known values of our letters, these languages must be "unphonetic". This confused thinking probably results from a basic misunderstanding of the nature of language, namely the false idea that writing is language, and that the letters of the Roman alphabet have constant values, determined by some primeval revelation. In fact, language is essentially and primarily the use of speech sounds to convey meaning. Writing is a representation, a transcription of speech. Speech is basic, the primary form of communication. Writing is derived, a secondary

form of communication.

6. The strange and unphonetic sounds of Navajo are so infinitely varied and so peculiar that they can not be learned by non-Navajos. One has to be 'born into Navajo'.

6. Every language in the world has selected and organized into a system a small set of minimal sound units from the vast total of noises the human vocal apparatus can produce. Navajo has approximately the same number of distinctive sound units as English, about 45.

All the sounds of all languages can be learned by all normal people. Navajos speak with the same vocal apparatus as anyone else. They simply use it with different articulation settings and timing dynamics than we are accustomed to using in English.

No one is 'born into a language', no one is pre-programmed to learn just the set of sound patterns native to his parents' speech. The acquisition of language is dependent on one's linguistic environment, not on one's ancestry. Learning to speak is a cultural experience, not a biological inheritance.

7. Being unphonetic, Navajo is not a written language.

7. Although every language has its own unique sound system, it does not follow that every language must have its own unique alphabet. Any phonetic alphabet such as the Roman, used in most of the Western-European languages, or the Cyrillic, used in Russian and many other languages, can be used to represent the minimal sound units of any language, with a little give and take, to be sure. English could just as well be written in Cyrillic or Arabic or Hindustani letters, just as Russian, Arabic or Hindustani could be written just as well in Roman letters.

The principle of alphabet adaptation is this: when letter symbols are pressed into service to represent the minimal sound units of a given language they must each be assigned 'values' or READ-BACK RULES. Conversely, the minimal sound units of a given language, when these are to be represented by letter symbols, must be given unchanging transcription or SPELLING RULES. The result: ONE SOUND - ONE SYMBOL; ONE SYMBOL - ONE SOUND. Each phoneme (minimal sound unit) is represented always and only by the same symbol, and each symbol represents one and only one phoneme. This is known as the PHONEMIC PRINCIPLE of SPELLING.

8. There should be one and only one correct way to spell the words of a written language, and, of course, one and only one way to pronounce them.

8. As everyone knows, English is not written consistently according to the phonemic principle. With 45 phonemes in English and only 26 letters in the alphabet, we must admit that our own language has a very poor alphabet adaptation, a poor 'fit'.

Navajo, on the other hand, which has been written for only half a century, and in which only a small amount of writing has been published, has been fitted almost perfectly to a phonemic representation: there are 45 symbols for 45 phonemes. Only one compromise has been made: contrary to the strictest conventions of the Phonemic Principle, some of the Navajo phonemes are represented by double letter symbols, for example sh, ch, ts, dl, tl, etc. If you read some of the earlier Navajo publications, you will find an alphabet used in which this convention was not broken. Instead some symbols were borrowed from the Greek alphabet to supplement the Roman alphabet as necessitated by the sound system of Navajo.

As to the desirability of having a standard, uniform pronunciation of every word in every language, this is fine, but fails to take into account the kind of variation characteristic of human behavior that produces and fosters dialect differences. English speakers understand one another in spite of rather wide differences in pronunciation across time and space. Navajos, in spite of some minor differences in speech in different parts of the reservation, do equally well in communicating with each other.

Let's make some important generalizations from what we have said. It should now be clear that

1. LETTERS DON'T HAVE OR MAKE SOUNDS.
2. LETTERS ONLY REPRESENT SOUNDS.
3. LETTER VALUES MUST BE DEFINED FOR EACH LANGUAGE.
4. SINCE THE ASSIGNMENT OF LETTER VALUES IS ARBITRARY, ALTERNATIVE WAYS OF REPRESENTING THE PHONEMES OF A LANGUAGE COULD BE EQUALLY VALID.

REVIEW QUIZ

1. (Many/few) aboriginal languages are spoken today in North and South America. many
2. Navajo and Apache are very closely related, which means they go back to a common _____ language. parent
3. Navajo belongs to the _____ family of languages. Athabascan
4. Navajo is (capable/incapable) of expressing complicated ideas. capable
5. True or false? Some languages have a closed and limited vocabulary. false.
6. Language is a system of rules for relating elements. This system is "grammar", therefore, every language has _____. grammar
7. Language is primarily the use of (writing/speech sounds) to convey meaning. speech sounds
8. Writing is a (primary/secondary) form of communication. secondary
9. True or false? Some languages are "unphonetic" because they have an infinite variety of sounds which are different from English sounds. false
10. True or false? Some languages are "unphonetic" because they have an infinite variety of sounds, and these are constantly in flux. false
11. Navajos (do/do not) speak with the same vocal apparatus as anyone else. do

12. Since Navajos use the same vocal apparatus as anyone else, an English-speaking person (can/cannot) learn Navajo. can
13. The Navajos use (the same/different) articulation settings and timing dynamics as we do. different
14. True or false? Although every language has its own unique sound system, it does not need to have its own unique alphabet. true
15. When letter symbols are used to represent the minimal sound units of a given language, they must be assigned 'values' or _____ RULES. READ-BACK
16. On the same principle, when the minimal sound units of a language are to be represented by letter symbols, each sound must be given a constant transcription or _____ RULE. SPELLING
17. The preceding principle is known as the PHONEMIC PRINCIPLE OF SPELLING. In a nutshell this principle is: ONE _____ - ONE SYMBOL; ONE _____ - ONE SOUND. sound; symbol
18. English is written (inconsistently/consistently) according to the phonemic principle. inconsistently
19. In English there are 45 phonemes but only _____ letters. The consequence of this bad 'fit' is that we encounter difficulty in reading and spelling. 26
20. Since Navajo has only been written for half a century, it has been fitted almost perfectly to a phonemic representation, having 45 letter symbols matching _____. 45

phonemes. The consequence of this excellent 'fit' is that there are no difficulties in reading and spelling Navajo, once we know the rules.

21. There is only one compromise: some of the Navajo phonemes are represented by double letter symbols, like (give one or more).

dl, ch, ts, sh, tɬ

22. Letters (make/represent) sounds.

represent

23. There is only one way to represent the phonemes of a language. Yes or no?

no

Navajo Can Be Learned

Adults do not learn languages in the same way children do, but a highly motivated adult who wants to achieve automatic control over the essentials of a foreign language in a short period of time can, under ideal conditions, approach that goal within a period of 300-400 hours of high intensity language training, if the training program fulfills certain conditions:

(a) Provides well-planned materials with useful content which meets the anticipated needs of the learner.

(b) Requires that the material be used for communication beyond the point where it is superficially learned.

(c) Provides for sufficient review, checking of individual progress, and diagnosing of individual problems, followed by individualized corrective "therapy".

The Principal Key of Language Learning

The requirement that the language be used for communication is of prime importance. This means that as words and patterns are presented they must be put to use at once and kept in use in real communication.

It is often necessary to practice the patterns and words briefly through what we call manipulation drills: repetition, substitution, patterned response and other drills. But no matter how adept one may become at manipulating patterns in the prescribed ways, what really counts is using the language not just for practice but for real communication. Pattern manipulation alone, no matter how well programmed or how prolonged, does not lead to success in language learning. It does not simulate real communication. It may become so dull and unrewarding that even highly motivated learners become frustrated and bored.

This, then, is the principal key in intensive language training: in class and out of class maximum use is to be made of the language for communication--even if that communication is at first linguistically imperfect and impoverished.

Three Auxiliary Principles of Intensive Language Learning

Three other principles of learning are held to be of major importance in intensive language training programs:

- (1) The Overview Principle
- (2) The Overload Principle
- (3) The Overlearn Principle

The Overview Principle suggests that one learns language more efficiently not by mastering each point of grammar or usage as it comes, but by viewing ahead, first getting only a nodding, passive acquaintance or understanding of a considerable area, that is, looking ahead to what one has to learn, then coming back to drill and use the patterns, gradually bringing more and more area under active control. It is held that passive acquaintance is turned more efficiently into 'active control' than non-acquaintance is. And with less frustration and anxiety.

The Overload Principle suggests that if one is frequently challenged to and beyond the limit of his powers, he will advance at the fastest rate. In general, overchallenge, wisely moderated, brings one's learning along much faster than underchallenge.

The Overlearn Principle suggests that efficient retention of material depends in part on using patterns intensively and with sufficient frequency that they become automatic. It is well known that learned response will fade and be extinguished in time unless it is reinforced and strengthened through reuse. The Overlearn Principle suggests that a high response strength of language patterns be established through intensive manipulation and use. However, it is recognized that no matter how high the response strength may be at one time, unless it is reinforced through periodic use, it will be weakened or lost.

The Course Design

This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Navajo in class and out of class.

The course is organized so as to make use of the learning principles outlined above. Each unit has a PREPARATION STAGE which consists of a self-instructional program together with other activities for the student preparatory to meeting with the instructor or coming to class.

Following the PREPARATION STAGE is the CORE STAGE in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles*. This stage provides for supervised application and active use of the material introduced in the preparation stage.

*A term suggested by Dr. Earl Stevick of Foreign Service Institute to designate a mode of language study characterized by short exchanges which can be put to use immediately without long memorization or manipulation drills.

By means of the exercises and activities found in the core stage it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material.

What is Expected of the Student

- A. The student will be expected to work through the PREPARATION STAGE on his own time, before the unit is taken up in class. The student should also read through the core material before coming to class, paying particular attention to the notes to the students.
- B. The student will be expected to participate in the CORE STAGE in the following ways:
 - 1. Avoid the use of English.
 - 2. Avoid wasting time in class; keep up to tempo.
 - 3. Avoid questions in class unless they are brief and can be asked in Navajo. (Time will be allowed out of class for asking private questions in English.)
 - 4. Take advantage of every opportunity to use Navajo. Drop your inhibitions and self-consciousness. Throw yourself into the activities.
- C. A certain amount of 'cold' memorization is strongly recommended as a means of developing fluency. The student will be expected to give high quality performances of some of the micro-wave dialogs and other short pieces.

One Last Word

Your success in learning Navajo will not depend on the quality of the training program. It will depend on you, on your attitude, your motivation, and your application. Maximum success will be achieved by one who sets his goals high and who is willing to apply himself to attain them. Attitude counts more than aptitude.

The price of fluent Navajo is high, but if you desire to communicate heart to heart with the Navajo speakers, the rewards of being able to do so make the price cheap.

Get yourself set for a long, hard run, one which will only be begun in the formal training period, one which will take months of labor after you reach Navajo country. Remember, what you learn to use will depend on you.

GOOD LUCK!

The Sounds of Navajo

INSTRUCTIONS: In this first tape-program you will hear a few classroom instructions so that in the classroom you will not need English. Don't worry about spelling or pronunciation at first, just learn to understand.

Listen to the following word:

1. () ()

This word means listen.

Say the English meaning as you listen to it again:

2. () ()

When you hear this instruction what are you supposed to do?

listen

Let's break it into its four syllables. The first syllable is:

3. () ()

Then the next two syllables are:

4. () ()

Now listen to the first three syllables together:

5. () ()

Now the last syllable:

6. () ()

The last three:

7. () ()

All four together:

8. () ()

listen

What does it mean?

Which is correct, first or second?

9. () ()
1 2

2

First or second?

10. () ()
1 2

In English all syllables are made up of consonants and vowels.

In Navajo all syllables are made up of consonants and vowels, plus a tone.

tone

What does a Navajo syllable have that an English syllable does not?

yes

Does every syllable in Navajo have a tone?

The word for 'listen' has two different tones. One syllable has a low tone, the others a high tone. Listen.

11. () ()

first

Which syllable has a low tone? (first, second)

Tone can be abstracted from the word and hummed. Listen and mimic.

12. () ()

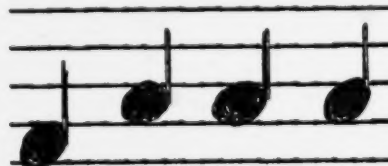
We can superimpose that sequence of tone on English four syllable words or phrases. Listen and mimic.

13. () you just listen

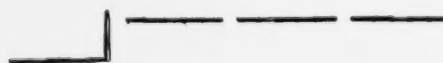
() listen

()

The sequence of tones can be represented in a rough musical notation:



Or in an even rougher diagram:



Which performance has the correct tone, first or second?

14. () ()
1 2

2

Again, first or second?

15. () ()
1 2

2

Again, first or second?

16. () ()
1 2

Now listen and mimic.

17. ()X ()X
1 2

Review

listen

What does the word mean?

a tone

In English syllables are made up of consonants and vowels. In Navajo syllables are made up of consonants and vowels and what?

yes

Must every syllable in Navajo have a tone?

Listen closely to the vowel quality in the final syllables.

18. () ()

Notice the vowel is 'nasalized', or has a nasal resonance. Contrast two performances, with and without nasal resonance.

19. () ()

Correctly pronounced, the vowel of this word must have nasal resonance. Which is correct?

20. () ()
1 2

In English some 'lazy velic' speakers talk 'through their nose', that is they talk with the velic or nasal passage open, allowing the sound to resonate in the nasal cavity. Listen to a normal pronunciation. Then listen and mimic the same sentence nasalized.

21. 'I will go with you'

Non-nasalized vowels are generally called ORAL vowels. Listen to three oral vowels, then the same vowels nasalized. Mimic the nasalized vowels.

22. () () ()
()X ()X ()X

Which has a nasalized vowel, first or second?

23. () ()
1 2

Which has a nasalized vowel, first or second?

24. () ()
1 2

Which has a nasalized, vowel, first or second?

25. () ()
1 2
-

Which pronunciation is correct?

26. () ()
1 2
-

Now practice some nasalized vowels on your own.
Listen and repeat.

27. ()X ()X, ()X, ()X, ()X, ()X
-

Practice making the difference between oral and
nasalized vowels.

28. ()X ()X, ()X ()X
()X ()X, ()X ()X
()X ()X, ()X ()X
-

Now focus on another feature of the final syllable.
Note that the vowel is prolonged, but it doesn't
just die out; it is cut off abruptly. Listen.

29. () ()
-

Now listen to how it would sound if it was not
abruptly cut off. First cut off, then not.

30. () () again () ()
-

Which is correct, first or second?

31. () ()

Which is correct, first or second?

32. () ()
1 2

2

This abrupt stop or 'catch' of the breath at the glottis (the door of the windpipe at the larynx) is an essential element in Navajo: We use the same 'glottal catch' in only a few expressions in English. Listen and repeat: ah-ah-ah, oh-oh, uh-uh.

Sometimes we imitate dialect peculiarities, as when we say bottle, water, and similar words with a 'catch' in place of a t. Listen and repeat.

33. () () ()
-

Pronounce the following words as you hear them, replacing the t with a catch.

34. (hutt)X (boughtt)X (wett)X (eatt)X
-

Now pronounce the following words twice, replacing the t with a catch. The second time follow the catch with an echo vowel, just as you hear it on the tape.

35. (yachtt) (wett) (seatt) (boatt)
-

The catch (or glottal stop, as it is often called) is produced simply by 'catching' and 'holding' the breath. There is nothing foreign about that. If it seems odd at first, this is only because it has such a limited function in our own speech. We don't consider it on a par with the consonants in English. In Navajo, however, the catch plays a more prominent role. It is one of the consonants. Practice producing it on your own. Listen and

repeat.

36. () () ()

Having mastered the fine art of holding your breath, the next step will be easy. Take the word yacht and the syllable eh. Put them together, but be sure the t goes with the first syllable. Make the syllable break after the t; don't let the t initiate the second syllable. Listen and repeat.

37. ()X ()X ()X

By making the syllable break after the t, we actually HOLD OUR BREATH for an instant after the t is released. (We 'catch' the breath, that is, close the glottis at some point during the brief duration of the consonant.) If we didn't hold our breath for an instant after leaving the t we could not help running the t into the second syllable. Listen to the difference.

38. () ()

A consonant which is released while the breath is still held is called a glottalized consonant.

You're ready to produce an important Navajo word. Listen to it first.

39. () ()

Notice the echo-vowel before the t, and notice that the point of syllable division is after the t. Now listen and repeat.

40. ()X ()X

This is the word of greeting or farewell, the situation equivalent of 'Hello' and 'Goodbye'. Literally it means 'it is good'.

It is good

What does the word mean literally?

()

How do you say 'Hello' in Navajo?

()

How do you say 'Goodbye'?

You may have heard the corruption of the word as mispronounced by non-Navajo speakers. Here it is

41. ()

No

That pronunciation is certainly easier for Anglos. Is it good Navajo?

Which is correct?

2

42. () ()
1 2

A glottalized consonant has a distinctive sound to it. Listen to several examples. Notice how the consonant is 'ejected' before the breath is released.

43. () () () ()

Now listen again to the first word you learned. Does it have a glottalized consonant?

yes

44. () ()

Practice saying some words with a glottalized consonant in initial position.

45. ()X ()X

Listen and repeat.

46. ()X ()X

This word means 'right', 'it is so'. It is used in many situations where we would say yes.

How do you say 'it is so' in Navajo?

()

47. ()

Listen to the following dialog:

48. A. ()
 B. ()

Literally this means 'It's good', 'Right, it's good'. Situationally it is roughly equivalent to 'Hello'. 'Hello.'

Listen and repeat:

49. A. ()X
 B. ()X

Say the word which means it is so.

The word for no is

50. () ()

No

What does the word mean?

In some situations a better translation would be 'wrong' or 'not so'.

()

Say no in Navajo.

()

Say the word which means it is good.

Listen to how it is not good is said:

51. () ()

Listen and repeat:

52. ()X ()X

It is not good

What does that mean?

()

Say it is not good in Navajo.

Now try composing a little dialog in Navajo:

A. It is good.

B. No, it is not good.

Listen and repeat:

53. A. ()X
B. ()X

Observe that the word for no has two syllables;
we will represent them as doo and da.

Yes

Listen again to the expression which means 'it is
not good'. Are both doo and da present?

54. () ()

Both doo and da are present, but they do not come
together. Instead they are separated, doo coming
(before/after) the main word, and da coming after,
thus enclosing or framing the main word.

We will call the doo...da construction the
NEGATIVE FRAME.

Any negatable word or phrase is negated by enclos-
ing it in the negative frame. For example, the
word diné 'Navajo':

55. () 'Navajo'
() 'Not Navajo'

The word shi 'I, me':

56. () 'me'
() 'not me'

A common Navajo first name sounds much like our
word key. Listen: .

57. () ()

Kíi

We will represent this sound as Kíi.
Write and pronounce it: _____

doo Kíi da

How would you write not Kíi in Navajo?

Listen and repeat:

58. ()X

Translate the following orally.

doo Mary da
doo Billy da
doo Nelly da
doo Joe da

Not Mary
Not Billy
Not Nelly
Not Joe

Review 2

Say the following in Navajo:

Listen
Yes
No
It is good
It is not good

tone

In Navajo each utterance is a string of one or more syllables. Each syllable is made up of consonants, vowels and a _____.

low

The first syllable of the word that means 'listen' has a (low/high) tone.

high

The other syllables of that word have (low/high) tone.

nasalized

Each vowel or syllable nucleus must be pronounced either with or without nasal resonance. A vowel pronounced with nasal resonance is called a _____ vowel.

catch or stop

The final syllable of the word that means 'listen' ends in an abrupt stop called a glottal _____.

In the pronunciation of a glottalized consonant, the consonant is 'ejected' or released (before/after) the breath is released.

da

The negative frame consists of two parts, doo and _____.

Pronounce the following in Navajo paying close attention to the features of nasalization, glottalization and tone.

It is good
Listen
Not Kfi
Yes

Before we proceed with the micro-wave dialogs we need a few more words so that the classroom and listening workshop can be managed with minimal recourse to English.

Listen:

59. () ()

This means 'say it'.

This word is easier to pronounce than the first word you learned. What is the tone pattern over the three syllables? Listen:

low low high

60. () ()

The middle syllable has a sound you need to get used to. Listen and mimic where shown.

61. () () ()X ()X

The final consonant of this syllable makes a rasping or fricative sound. Listen:

62. () ()

A sound produced by narrowing (but not closing) the air channel so that air is emitted with a fricative sound, is called a FRICATIVE or FRICATIVE CONSONANT. Pronounce some other fricatives in English:

Sue, Few, Hugh, Threw

Listen and repeat:

63. ()X ()X

Say it

What does that mean?

Translate orally.

It is good.
Yes, it is good.
Listen.
Say it.

The last two words were 'command forms' or Imperatives. Both of them begin with the same element da, which is a plural marker. These imperatives, then, are not singular, but plural. They are instructions or commands for three or more persons.

The singular command 'say it', directed to one individual, is díní. Listen and repeat:

64. ()X ()X

high high

What is the tone pattern on the two syllables?

say it (singular)

What does díní mean?

How would you ask one person to say it?

Now tell several people to 'say it'.

Tell several people to 'listen'.

Try your powers of imitation on some new words. Listen to the instructions and do exactly as you are told to do. When you are told to listen, don't say anything, just listen. When you are told to say a word, say it just as you hear it. (Since only plural imperatives are given on the tape, assume you are with other students, even if you are not). All of these words are taken from the first five dialogs:

65. ()....

Reading and Writing Rules

Transcribing and reading Navajo will generally facilitate your learning of it, but if you are not careful it will surely hinder you at times. Take the word that means 'this'. Listen very carefully. Is the first sound a t or a d?

neither, exactly

66. () ()

tea

Examine the difference between a d and a t in English, between, say, the initial sounds in tea and Dee. Which has a stronger puff or burst of air following after the initial consonant? (Put your hand close to your mouth and pronounce the words.)

A consonant which is followed by a burst of air is said to be aspirated.

one followed by a burst
of air

What is an aspirated consonant?

Now listen to the word again. Does the initial sound have a puff of air after it?

No

67. () ()

the t

Which consonant, the t or the d of tea and Dee, is produced with more force, more muscular tension in the vocal tract, tighter contact of the tongue at the back of the gums? (Test the words yourself and observe signs of muscular exertion in others.)

Now compare the English words to the Navajo word. Does the initial sound of the Navajo word have

tight contact like t in tea or light contact like d in Dee?

tight

68. () () ()

A sound produced with relatively greater muscular exertion or tenseness compared to another related sound is called tense. A consonant produced with less tenseness is called lax.

tense

Is the t of tea tense or lax in comparison with the d of Dee?

d

Say tea and Dee several times, with your hands over your ears, holding the initial consonant a second or so each time and listen to the sound of the consonants. Which consonant has a hum throughout its duration?

No (e.g. t isn't)

The d, but not the t, is made with the voice box vibrating, producing the hum. Sounds produced with this hum are called voiced sounds. Are all sounds in English voiced sounds?

voiceless

Sounds which are not voiced are called voiceless sounds.

Is the consonant in tea voiced or voiceless?

k, p, s, ch

The opposition of voiced to voiceless consonants is important in English. We have demonstrated this in respect to d and t. Other English consonant pairs are differentiated by the same opposition: k:g, p:b, s:z, ch:j. Which of these are voiceless?

Listen. Which of these pairs has a voiceless consonant?

- 2 69. () ()
 1 2

Which of these has a voiceless consonant?

- 2 70. () ()
 1 2

Which of these has a voiceless consonant?

- 1 71. () ()
 1 2

See how you do now on Navajo words. Which has a voiceless consonant?

- 1 72. () ()
 1 2

Which has a voiceless consonant?

- 2 73. () ()
 1 2

Now that you can (hopefully) distinguish voiced from voiceless, aspirated from non-aspirated, and tense from lax, let's compare the respective features of the initial sounds in tea and Dee. Listen to them once more.

74. (tea) (Dee)

xxx

Now listen to the Navajo word again.

75. () ()

We can chart the distinctive features of the initial sound of this word which sounds like a d in some respects and at the same time something like a t:

/.../	ASPIRATION	VOICING	TIGHT CONTACT
	no	yes or no	more so than <u>d</u>

Compared to the distinctive features of English d and t:

ASPIRATION	VOICING	TIGHT CONTACT
like <u>d</u>	like either <u>d</u> or <u>t</u>	between <u>d</u> and <u>t</u>

In its phonetic features, then, the initial sound in the Navajo word is not exactly the same as either t or d but shares features of both. The question is: how should we represent this Navajo sound?

There are three alternatives:

- (1) Since it is not the same as t or d we could represent it with an improvised symbol--say a crossed d (). This would look a bit strange at first, but it would serve as a reminder that it represents a sound that is not exactly the same as the English t or d.

-
- (2) We could represent it with a t, and explain that the sound which the t is used to repre-

sent has features common to our t and d, but not the same as either of them: is produced in the same position as English t, with tight contact as the English t, with voicing as in d or without and with no aspiration, as in d, etc.

(3) Or we could represent it with a d, but explain just how it differs from an English d.

No

Would any of these choices be wrong?

As long as we represent each distinctive sound by a different symbol and then define the sound values for each symbol, we are committing no linguistic sin against the language.

The native Navajo speaker can learn to read his language equally well, no matter which letter shape is used to symbolize the sound.

BUT, if we choose to write it with t or d, a trap is laid for the unwary student who does not speak Navajo like a native, and sure as anything he will fall into the trap, UNLESS he learns this one lesson at the outset: that the selection of a letter symbol to represent a sound does not affect the sound in the least.

We choose the alternative of writing the word 'this' in Navajo with the letter d: díí.

Does the fact that the letter d is chosen to represent the initial sound in this word indicate that now this word can be pronounced as if it began with

emphatically no

an English d?

yes

Could we write the word with a t instead of a d?

no

Since we could arbitrarily choose to write it with either t or d, does this mean that it could be pronounced 'either way'?

It was pointed out that in English certain pairs of consonants are related by the opposition of the feature voiced/voiceless. For example, b is to p as d is to t as g is to k as j is to ch as z is to s, etc.

On the basis of such relationship, the phoneme symbols or letters can be organized in a display chart. A chart of the English consonant phonemes is given on the following page.

On the basis of determined relationships such as the one shown above, a chart of Navajo consonant phonemes is given on the page following the chart of English consonant phonemes.

Keep in mind that having committed ourselves to using the symbol d (rather than t) to represent the initial sound in the word díí, we are free to use the symbol t to represent another, related sound. And if we represent with t a sound opposed to /d/ in being, say, more aspirate and tense, then we have preserved a similar but not identical relation in Navajo to what we have in English.

CHART OF ENGLISH CONSONANT PHONEMES

	STOPS		SPIRANTS		NASALS AND SEMIVOWELS	
	voiced unaspirated lax	voiceless aspirated tense				
(1)	b	p	v	f	m	w
(2)	d	t			n	
(3)					y	
(5)	g	k				
(6)				h		

	AFFRICATES		SIBILANTS AND LIQUIDS	
(2)			z	s
(3)	j	ch	zh	sh
			l	
			r	

CHART OF NAVAJO CONSONANT PHONEMES

	STOPS			SPIRANTS		NASALS AND SEMIVOWELS	
	voiced or voiceless unaspirated lax	voiceless aspirated tense	voiceless glottalized	voiceless	voiceless	voiced	glottalized
Position 1	b			w		m	'm
Position 2	d	t	t'			n	'n
Position 3						y	'y
Position 4	g	k	k'	gh			
Position 5							
Position 6	'				h		

	AFFRICATES			SIBILANTS AND LIQUIDS	
Position 2	dz	ts	ts'	z	s
Position 3	j	ch	ch'	zh	sh
Position 2	dl	tɬ	tɬ'	l	ɬ

It turns out that Navajo has a set of consonant phonemes that we choose to represent with the symbols b, d, j, and g. And an opposed set, more aspirate and tense, that we naturally choose to represent with the symbols p, t, ch, k, preserving a relation similar to that between English p, t, ch, k, and b, d, j, g.

nine

English uses five vowel letters to represent nine vowel phonemes. Again the 'fit' is very poor. How many letters would be needed for a one-symbol, one-sound representation?

five

Navajo has five vowel phonemes, so we will need only how many vowel symbols?

()

One of these five Navajo vowel phonemes occurs only in the word for 'yes'. How do you pronounce the Navajo word for 'yes' or 'it is so'?

Here's how we will write the word: ou'. The rare phoneme is the u.

Here are four numbered letter symbols for the four common vowel phonemes. (1) i (2) e (3) a (4) o. Match the sound on the tape with the symbol you suppose represents it.

2

76. ()

4

()

3

()

1

()

We will call the vowel letters by their respective sounds, letter o, letter a, letter i, and letter e.

Write the letters as you hear them named.

- i 77. () _____
 a () _____
 e () _____
 o () _____

As you know, each syllable nucleus in Navajo must be accompanied by a tone.

must

A syllable nucleus (or syllabic) may be vocalic (consist of the phoneme /n/). Since every syllabic must be accompanied by a tone, that means that both vocalic and consonantal syllables (must/may) have a tone.

You have already learned to identify tone patterns. What is the sequence of tones on the following word?

low high

78. () _____

e

We write that word diné. You can see that high tone is marked by placing an accent (´) over the syllable nucleus, in this case the vowel (i/e).

low

Low tone is not marked. Since there are only two levels of tone we of course need to mark only one of them. Any syllabic which does not bear a tone mark must necessarily be (high/low).

Give the tone patterns and mark the tone in the following words:

dadohní
(low low high)
dibé
(low high)
díní
(high high)
kéyah
(high low)

79. () dadohni
() dibe
() dini
() keyah

Review Quiz

five

How many vowel phonemes are there in Navajo?

u

Which vowel phoneme occurs in only one word?

high

An accent mark is used to indicate (high/low) tone.

no mark

Low tone is indicated by _____.

n

Besides vowels, what consonant can be a syllable nucleus or syllabic?

yes

Must the syllabic /n/ be accompanied by tone?

Vowels may be single or double. A single vowel represents what is called a short vowel. A double vowel represents what is called a long vowel. A long vowel is held longer than a short vowel.

A double vowel has tone on both vowels. Both may be high, e.g. díí.

Both may be low, e.g. dooda.

The first may be high and the second low: béeso.

Listen to the difference in tone between the last three words.

80. (díf) (dooda) (béeso)

The tone in the first is high and steady. The tone in the second is low and steady. The tone in the third falls.

A tone sequence of high-low on double vowels is called a "falling" tone.

There is also a "rising" tone, but it occurs in only two or three words. How could rising tone be represented on this double vowel: oo?

Unit One

PREPARATION STAGE

Program

grammatical points

(Cover the answers given in this column. After making a response, check your answer with that given in this column.)

Is Kee around here?

here, at this place

question

-ísh

1. In English we greet each other by asking, 'How are you?' 'What are you doing?' 'How is it going?'
2. Navahos greet each other by asking, 'Where are you going?' 'What clan are you?' 'Where do you live?' 'Why are you here?'
3. Arriving at Kee's hoghan, a Navaho may ask, Kíi ko-di-ísh naa.ghá? 'Is Kee around here?'
4. What does Kíi ko-di-ísh naa.ghá? mean?
5. The Navaho equivalent of 'here' is ko-di. (Ko means 'this place' and -di means 'at'). What does ko-di mean?
6. Compare the following two sentences:
(a) Kíi ko-di naa.ghá. 'Kee is here.'
(b) Kíi ko-di-ísh naa.ghá? 'Is Kee here?'
7. The first sentence is a statement; the second is a _____.
8. Compare:
(a) ko-di 'here'
(b) ko-di-ísh 'here?'
9. What suffix is found in ko-di-ísh?

a question

10. Does the suffix -ísh signal a statement or a question?

11. Usually questions are signaled by -ísh.

12. Often questions marked by -ísh anticipate a yes or no answer.

naa.ghá

13. In the sentence Kíi ko-di-ísh naa.ghá? which word is a verb?

last

14. The verb naa.ghá literally means 'he (or she) walks about.' Where does the verb come in the sentence?

15. The verb naa.ghá has two parts: naa and ghá.

naa

16. The two parts of naa.ghá are called, respectively, prefix and stem. Which part is the prefix?

17. The stem ghá is usually translated in English by 'go' or 'walk.'

18. The prefix naa means 'around; about.' Naa.ghá then, means something like 'he/she goes about' or 'he/she goes around.'

19. Compare:

(a) Kíi ko-di-ísh naa.ghá? 'Is Kee here?'

(b) Kíi háa-di-ísh naa.ghá? 'Where is Kee?'

20. Háa means 'what?' Háa-di-ísh means 'what at?' or 'where (at)?'

21. Write the question 'where?' in Navaho.

háa-di-ísh?

22. Compare:

(a) Háa-di-ísh? 'where at?'

(b) Háa-déé'-ísh? 'where from?'

23. The suffix -dée' means 'from'. Like the suffix -di it occurs directly after the stem and before the question suffix -ísh.
24. Since -dée' and -di both occur in the same slot, they are both members of the same SLOT CLASS.
25. Kíi ko-di-ísh naa.ghá? asks 'Is Kee here?' One can answer the question affirmatively saying, Ou' Kíi ko-di naa.ghá.
- Yes, Kee is here.
26. What does it mean?
27. Alternatively one can answer the question: Dooda, doo naa.gháa da. 'No, he's not here.'
- Kíi ko-di-ísh naa.ghá?
- Ou', Kíi ko-di naa.ghá.
- Dooda, doo naa.gháa da.
28. If you approached a Navaho's home, how would you ask for a person named Kee?
29. How might a Navaho respond if Kee is home?
30. How might a Navaho respond if Kee is not home?
31. Compare:
- (a) Kíi ko-di-ísh naa.ghá? 'Is Kee here?'
- (b) Kíi ko-di naa.gháa ya'? 'Kee is here, right?'
32. Ya' is a 'confirmation tag.' Its function is to request confirmation of one's statement. Note that a word which ends in a single vowel (like naa.ghá) doubles the final vowel before the confirmation tag ya'. (naa.gháa ya')
- Kíi ko-di naa.ghá.
33. Ya' follows a statement. Write the statement in Navaho 'Kee is here.'
- Kíi ko-di naa.gháa ya'?
34. Now add ya', and an additional vowel to the word before it.

Kee is here,
isn't he?

35. What does it mean?

36. Compare:

(a) Kíi ko-di naa.ghá.

(b) { Kíi ko-di naa.gháa ya'?
Kíi ko-di doo naa.gháa da.

Note that when either ya' or da is added, an extra vowel is added on to the final vowel of the preceding word.

Summary

QUESTION MARKER:

-sh, -ish after a word makes the sentence or phrase a question.

Kíi ko-di naa.ghá. Kee is here.

Kíi ko-di-ísh naa.ghá. Is Kee here?

ya' is a 'confirmation tag.' It follows a statement.

Ch'ínlǐí-déé' naa.ghá. He is from Chinle.

Ch'ínlǐí-déé' naa.gháa ya'? He is from Chinle,
isn't he?

WHERE:

-di, 'at' -di follows a place or location.
It means 'at' that place or location.

Ch'ínlǐí-di naa.ghá. He is at Chinle.

Chicago-di naa.ghá. He is at Chicago.

-déé 'from'. -déé also follows a place or location. It means 'from' that place or location.

Ch'ínlǐí-déé naa.ghá. He is from Chinle.

Chicago-déé naa.ghá. He is from Chicago.

Either -di or -déé may follow the interrogative háa, 'what?'. When -déé follows, the second a of háa takes a high tone: háá-

Háa-di naa.ghá? Where is he (at)?

Háá-déé naa.ghá? Where is he from?

NEGATIVE FRAME:

doo-da, 'no' is composed of two parts. The parts enclose or frame the verb or part of the sentence that is to be negated.

Doo naa.gháa da. He isn't around.

Ch'ínlǐí-déé doo
naa.gháa da. He isn't from
Chinle.

Written Exercises

1. Change these sentences to questions using the -ísh question marker.

Kíi ko-di naa.ghá.

Mary ko-di naa.ghá.

Sam ko-di naa.ghá.

John ko-di naa.ghá.

2. Change these sentences to questions using the ya' question marker.

Kíi Ch'ínlíí-déé' naa.ghá. _____

Mary Provo-déé' naa.ghá. _____

Sam Chicago-déé' naa.ghá. _____

John Rough Rock-déé' naa.ghá. _____

3. Write in Navaho:

He is at Chinle. _____

He is from Chinle. _____

He is from Provo. _____

He is from Chicago. _____

He is at Salt Lake. _____

4. Write in Navaho:

He isn't at Chinle. _____

He isn't from Chinle. _____

He isn't from Provo. _____

He isn't from Chicago. _____

He isn't at Salt Lake. _____

Listening In

- A. Kíi háá-déé'-sh naa.ghá?
 B. Ch'ínlíí-déé' naa.ghá.
 A. Ch'ínlíí-di naa.gháa ya'?
 B. Dooda, doo Ch'ínlíí-di naa.gháa da.
 A. Háa-di-sh naa.ghá?
 B. Ko-di naa.ghá.

- A. Kíi, ko-di-ísh naa.ghá?
 B. Ou' ko-di naa.ghá,

- A. Kíi háa-di-ísh naa.ghá?
 B. Ko-di naa.ghá.

- A. Kíi ko-di naa.ghá.
 B. Ch'ííííí-déé'-sh naa.ghá?
 A. Dooda, Gallup-déé' naa.ghá.

Looking Ahead

Vocabulary

immediate use

ko-di	here
naa.ghá	he walks, he walks about
-ísh, -sh	(question marker)
ou'	yes
-di	at that place
háá	where
-déé'	from

ya'

right, isn't it?

dooda

no

anticipated use

kōō

here about

naa.lnish

he's working

'ō.lta'

he's studying

yaa

about it

ha'āt'fī

what

hooghan

home

kin

house

yā

for a person

béeso

money

yik'é

in exchange for

Listening for Study

- | | |
|---------------------------------|-----------------------------------|
| A. Kíi ha'át'íí-sh yaa naa.ghá? | What is Kee doing? |
| B. Naa.lnish. | He is working. |
| A. Háa-di-sh naa.lnish? | Where is he working? |
| B. Tséch'ízhí-di naa.lnish. | He is working at Rough Rock. |
| A. Háí-sh yá naa.lnish? | Who is he working for? |
| B. Wááshindoon yá naa.lnish. | He is working for the government. |

- | | |
|------------------------|-----------------------------------|
| A. Nléí haa-sh wo.lyé? | What is that (over there) called? |
| B. Chidí wo.lyé. | It is called a car. |
| C. Haa-sh wo.lyé, ní? | What did he say it was called? |
| A. Chidí wo.lyé, ní. | He says, "It is called a car." |
| C. Da' nichidí? | Is it your car? |
| B. Doo shí da. | It is not mine. |

Survival Expressionsexpressions needed for classroom operation

da'íísółts'áá'	listen
nááná	again
dadohní	say it
nabídíłkid	ask him
nashídíłkid	ask me

Unit One

CORE STAGE

Cycle 1

Manipulation Phasemodel

Kíi ko-di naa.ghá,

Kee is here.

TO THE STUDENT: Naa.ghá is a verb which literally means 'he walks,' 'he walks about,' or 'he goes around.'

translation-repetition

Naa.ghá

He walks about.

Kíi naa.ghá.

Kee walks about.

Ko-di naa.ghá.

He is here.

Kíi ko-di naa.ghá.

Kee is here.

substitution

Kíi

Kíi ko-di naa.ghá.

Mary

Mary ko-di naa.ghá.

Tom

Tom ko-di naa.ghá.

Bill

Bill ko-di naa.ghá.

Kíi

Kíi ko-di naa.ghá.

model

Kíi ko-di-ísh naa.ghá?

Is Kee around here?

TO THE STUDENT: -ísh, -sh is suffixed to a word to indicate a question is being asked. Often it is a question to which the reply may be yes or no.

substitution

Kfi	Kfi ko-di-ísh naa.ghá?
Mary	Mary ko-di-ísh naa.ghá?
Tom	Tom ko-di-ísh naa.ghá?
Bill	Bill ko-di-ísh naa.ghá?
John	John ko-di-ísh naa.ghá?
Sali	Sali ko-di-ísh naa.ghá?
Jim	Jim ko-di-ísh naa.ghá?
Kfi	Kfi ko-di-ísh naa.ghá?

translation

Is Kee around here?	Kfi ko-di-ísh naa.ghá?
Is Kee walking around here?	Kfi ko-di-ísh naa.ghá?
Kee is here.	Kfi ko-di naa.ghá.
Kee is walking around here.	Kfi ko-di naa.ghá.
Is Sali around?	Sali ko-di-ísh naa.ghá?
Is Mary here?	Mary ko-di-ísh naa.ghá?
Tom is here.	Tom ko-di naa.ghá.

dialogue

A. Kfi ko-di-ísh naa.ghá?	Is Kee around here?
B. Ou', Kfi ko-di naa.ghá.	Yes, Kee is around here.

Use Phasedirected discourse

Nashídfíkid:	(Name) ko-di-ísh naa.ghá?
	(Name) ko-di-ísh naa.ghá?
	(Name) ko-di-ísh naa.ghá?
	(Name) ko-di-ísh naa.ghá?

interpreting

1. Have (name) ask if Kee is here.
2. Have (name) tell him Kee is here.
3. Have (name) ask me if Mary is here.
4. Have (name) tell him Mary is here.
5. Have (name) ask if Kee is walking about.

listening for comprehension

- A. Kíi ko-di naa.ghá.
 B. Ko-di-ísh naa.ghá?
 A. Ou', ko-di naa.ghá.

appropriate response

1. Kíi ko-di-ísh naa.ghá?
 2. Kíi-sh naa.ghá?
 3. Mary ko-di-ísh naa.ghá?

restaging

Students take the parts of A and B and restage the dialogue between each other.

- - - - -

Cycle 2

Manipulation Phasemodel

Kíi ko-di naa.ghá.

Kee is around here.

TO THE STUDENT: -di is suffixed to a location word and indicates 'at (that place.)'

substitution

ko-di
 Gallup
 Chicago
 Holbrook
 Window Rock
 ko-di

Kíi ko-di naa.ghá.
 Kíi Gallup-di naa.ghá.
 Kíi Chicago-di naa.ghá.
 Kíi Holbrook-di naa.ghá.
 Kíi Window Rock-di naa.ghá.
 Kíi ko-di naa.ghá.

Mary
 Bill
 Kíi

Mary ko-di naa.ghá.
 Bill ko-di naa.ghá.
 Kíi ko-di naa.ghá.

variable slot substitution

Kíi ko-di naa.ghá.
Mary ko-di naa.ghá.
Mary Chicago-di naa.ghá.
Sali Chicago-di naa.ghá.
Sali Gallup-di naa.ghá.
Betty Gallup-di naa.ghá.
Betty Window Rock-di naa.ghá.
Kíi Window Rock-di naa.ghá.
Kíi ko-di naa.ghá.

translation

Kee is here.
 Kee is in Chicago.
 Mary is in Gallup.
 Kee is here.
 Sali is in Window Rock.

Kíi ko-di naa.ghá.
 Kíi Chicago-di naa.ghá.
 Mary Gallup-di naa.ghá.
 Kíi ko-di naa.ghá.
 Sali Window Rock-di naa.ghá.

model

Kíi háa-di-sh naa.ghá?	Where is Kee?
------------------------	---------------

substitution

Kíi
 Mary
 Bill
 Sali
 Jim
 Kíi

Kíi háa-di-sh naa.ghá?
 Mary háa-di-sh naa.ghá?
 Bill háa-di-sh naa.ghá?
 Sali háa-di-sh naa.ghá?
 Jim háa-di-sh naa.ghá?
 Kíi háa-di-sh naa.ghá?

translation

1. Is Kee here?
2. Yes, Kee is here.
3. Is Tom here?
4. No.
5. Where is Tom?
6. He's in Chicago.
7. Is he in Chicago?
8. Yes, he's in Chicago.
9. Where is Mary?

Kíi ko-di-ísh naa.ghá?
 Ou', Kíi ko-di naa.ghá.
 Tom ko-di-ísh naa.ghá?
 Dooda.
 Tom háa-di-sh naa.ghá?
 Chicago-di naa.ghá.
 Chicago-di-sh naa.ghá?
 Ou', Chicago-di naa.ghá.
 Mary háa-di-sh naa.ghá?

etc.

dialogue

A. Kíi háa-di-sh naa.ghá?

B. Kíi ko-di naa.ghá.

Use Phasedirected discourse

Nashídílkid: Kíi ko-di-ísh naa.ghá?
 Mary ko-di-ísh naa.ghá?
 Tom ko-di-ísh naa.ghá?
 Kíi háa-di-sh naa.ghá?
 Mary háa-di-sh naa.ghá?
 Bill háa-di-sh naa.ghá?

Nabídílkid: Kíi ko-di-ísh naa.ghá?
 Mary ko-di-ísh naa.ghá?
 Tom ko-di-ísh naa.ghá?
 Kíi háa-di-sh naa.ghá?
 Mary háa-di-sh naa.ghá?
 Bill háa-di-sh naa.ghá?

interpreting

1. Have (name) ask you if Kee is around here.
2. Have (name) ask you if Mary is around here.
3. Have (name) ask you if Tom is around here.
4. Have (name) ask you if Bill is around here.
5. Have (name) ask you where Kee is.
6. Have (name) ask you where Mary is.
7. Have (name) ask you where Tom is.
8. Have (name) ask you where Bill is.

listening for comprehension

- A. Kíi ko-di-ísh naa.ghá?
- B. Dooda.
- A. Háa-di-sh naa.ghá?
- B. Gallup-di naa.ghá.

appropriate response

1. Kíi ko-di-ísh naa.ghá?
2. Chicago-di-ísh naa.ghá?
3. Kíi Holbrook-di-ísh naa.ghá?
4. Háa-di-sh naa.ghá?
5. Gallup-di-ísh naa.ghá?

restaging

Restage the comprehension dialogue.

appropriate response

1. (Name) ko-di-ísh naa.ghá?
2. (Name) Chicago-di-ísh naa.ghá?
3. Háa-di-sh naa.ghá?

Cycle 3

Manipulation Phasemodel

Ch'ínlíí-déé' naa.ghá.

He is from Chinle.

TO THE STUDENT: -déé' means 'from.' It is suffixed to a location word and indicates 'from (that place)'.

substitution

Ch'ínlíí-déé'
Chicago-déé'
ko-déé'
Gallup-déé'
Los Angeles-déé'
Window Rock-déé'
Shiprock-déé'

Ch'ínlíí-déé' naa.ghá.
Chicago-déé' naa.ghá.
Ko-déé' naa.ghá.
Gallup-déé' naa.ghá.
Los Angeles-déé' naa.ghá.
Window Rock-déé' naa.ghá.
Shiprock-déé' naa.ghá.

variable slot substitution

Kíi Ch'ínlíí-déé' naa.ghá.
 Chii Ch'ínlíí-déé' naa.ghá.
 Chii Chicago-déé' naa.ghá.
 Chii Chicago-di naa.ghá.
 Mary Chicago-di naa.ghá.
 Mary Chicago-déé' naa.ghá.
 Kíi Chicago-déé' naa.ghá.
 Kíi Ch'ínlíí-déé' naa.ghá.

model

Ch'ínlíí-déé'-sh naa.ghá?

Is he from Chinle?

substitution

Gallup-déé'-sh
 Holbrook-déé'-sh
 Window Rock-déé'-sh
 Ch'ínlíí-déé'-sh
 Shiprock-déé'-sh

Gallup-déé'-sh naa.ghá?
 Holbrook-déé'-sh naa.ghá?
 Window Rock-déé'-sh naa.ghá?
 Ch'ínlíí-déé'-sh naa.ghá?
 Shiprock-déé'-sh naa.ghá?

pattern response

Chii Ch'ínlíí-déé'-sh naa.ghá?
 Chii Chicago-déé'-sh naa.ghá?
 Kíi Shiprock-déé'-sh naa.ghá?
 Kíi ko-déé'-sh naa.ghá?
 Mary Los Angeles-déé'-sh naa.ghá?
 Mary Holbrook-déé'-sh naa.ghá?
 Mary Window Rock-déé'-sh naa.ghá?

Ou', Ch'ínlíí-déé' naa.ghá.
 Ou' Chicago-déé' naa.ghá.
 Ou' Shiprock-déé' naa.ghá.
 Ou' ko-déé' naa.ghá.
 Ou' Los Angeles-déé' naa.ghá.
 Ou' Holbrook-déé' naa.ghá.
 Ou' Window Rock-déé' naa.ghá.

dialogue 1

A. Ch'ínlíí-déé'-sh naa.ghá?

B. Ou', Ch'ínlíí-déé' naa.ghá.

dialogue 2

- A. Kíi ko-di naa.ghá.
- B. Kíi Ch'ínlǐǐ-děế'-sh naa.ghá?
- A. Dooda, Gallup-děế' naa.ghá.

Use Phaselistening for comprehension

Kíi ko-di naa.ghá. Ch'ínlǐǐ-děế' naa.ghá.

appropriate response

1. Kíi háa-di-sh naa.ghá?
2. Háa-děế'-sh naa.ghá?
3. Ko-di-ísh naa.ghá?

retelling

Retell the comprehension piece.

directed discourse

- Nashídílkid: (Name) háa-di-sh naa.ghá?
- (Name) ko-di-ísh naa.ghá?
- (Name) Gallup-děế'-sh naa.ghá?
- (Name) háa-di-sh naa.ghá?
- (Name) Chicago-di-sh naa.ghá?
- (Name) Shiprock-di-sh naa.ghá?
- (Name) Ch'ínlǐǐ-di-sh naa.ghá?
- (Name) háa-di-sh naa.ghá?

Cycle 4

Manipulation Phasemodel

Kíi Ch'ínlǐǐ-děế' naa.gháa ya'? Kee is from Chinle, right?

TO THE STUDENT: ya' is a tag question. It translates 'right, ' 'isn't it.'

substitution

Mary
Tom
Kíi
Sali
Jim
John
Harry

Mary Ch'ínlíí-déé' naa.gháa ya'?
Tom Ch'ínlíí-déé' naa.gháa ya'?
Kíi Ch'ínlíí-déé' naa.gháa ya'?
Sali Ch'ínlíí-déé' naa.gháa ya'?
Jim Ch'ínlíí-déé' naa.gháa ya'?
John Ch'ínlíí-déé' naa.gháa ya'?
Harry Ch'ínlíí-déé' naa.gháa ya'?

substitution

Ch'ínlíí
Holbrook
Gallup
Shiprock
Chicago
Window Rock

Kíi Ch'ínlíí-déé' naa.gháa ya'?
Kíi Holbrook-déé' naa.gháa ya'?
Kíi Gallup-déé' naa.gháa ya'?
Kíi Shiprock-déé' naa.gháa ya'?
Kíi Chicago-déé' naa.gháa ya'?
Kíi Window Rock-déé' naa.gháa ya'?

variable slot substitution

Kíi ko-di naa.gháa ya'?
Mary ko-di naa.gháa ya'?
Mary Chicago-di naa.gháa ya'?
Mary Chicago-déé' naa.gháa ya'?
Sali Chicago-déé' naa.gháa ya'?
Sali Gallup-déé' naa.gháa ya'?
Sali Gallup-di naa.gháa ya'?
Harry Gallup-di naa.gháa ya'?
Harry Ch'ínlíí-di naa.gháa ya'?
Harry Ch'ínlíí-déé' naa.gháa ya'?
Kíi Ch'ínlíí-déé' naa.gháa ya'?
Kíi Ch'ínlíí-di naa.gháa ya'?
Kíi ko-di naa.gháa ya'?

pattern response

Kíi Ch'ínlíí-di naa.gháa ya'?
Kíi Ch'ínlíí-déé' naa.gháa ya'?
Sali Ch'ínlíí-di naa.gháa ya'?
Sali Ch'ínlíí-déé' naa.gháa ya'?
Mary Window Rock-di naa.gháa ya'?
Mary Window Rock-déé' naa.gháa ya'?
Chii Shiprock-di naa.gháa ya'?
Chii Shiprock-déé' naa.gháa ya'?
John ko-di naa.gháa ya'?
John ko-déé' naa.gháa ya'?

Dooda, Gallup-di naa.ghá.
Dooda, Gallup-déé' naa.ghá.
Dooda, Gallup-di naa.ghá.
Dooda, Gallup-déé' naa.ghá.
Dooda, Gallup-di naa.ghá.
Dooda, Gallup-déé' naa.ghá.
Dooda, Gallup-di naa.ghá.
Dooda, Gallup-déé' naa.ghá.
Dooda, Gallup-di naa.ghá.
Dooda, Gallup-déé' naa.ghá.

dialogue

- A. Kíi Ch'ínlǐǐ-děế' naa.gháa ya'?
- B. Dooda, Gallup-děế' naa.ghá.

Use Phaselistening for comprehension

- A. Kíi háa-di-sh naa.ghá?
- B. Ch'ínlǐǐ-di naa.ghá.
- A. Ch'ínlǐǐ-di naa.gháa ya'?
- B. Ou' Ch'ínlǐǐ-di naa.ghá.

appropriate response

1. Kíi háa-di-sh naa.ghá?
2. Ch'ínlǐǐ-di-sh naa.ghá?
3. Ch'ínlǐǐ-di naa.gháa ya'?

restaging

Restage the dialogue and change the place name.

listening for comprehension

- A. Sali Ch'ínlǐǐ-děế'-sh naa.ghá?
- B. Dooda, Shiprock-děế' naa.ghá.
- A. Shiprock-děế' naa.gháa ya'?
- B. Ou'.

appropriate response

1. Sali Ch'ínlǐǐ-děế' naa.ghá.
2. Shiprock-děế' naa.gháa ya'?

restaging

Restage both comprehension pieces as one dialogue. Change the place names.

Cycle 5

Manipulation Phasemodel

Kíi Ch'ínlíí-déé' naa.ghá.

Kee is from Chinle.

repetition

Kíi Arizona-déé' naa.ghá.

Kee is from Arizona.

Kíi Ch'ínlíí-déé' naa.ghá.

Kee is from Chinle.

Kíi Chicago-déé' naa.ghá.

Kee is from Chicago.

substitution

Ch'ínlíí

Ch'ínlíí-déé' naa.ghá.

Shiprock

Shiprock-déé' naa.ghá.

Arizona

Arizona-déé' naa.ghá.

Chicago

Chicago-déé' naa.ghá.

model

Kíi háá-déé'-sh naa.ghá?

Where is Kee from?

substitution with patterned response

Háá-déé'-sh naa.ghá?

Chicago-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Shiprock-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Ch'ínlíí-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Arizona-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Gallup-déé' naa.ghá.

pattern responseHáá-déé'-sh^A naa.ghá?Ch'ínlíí-déé'^B naa.gháa ya'? Ou' Ch'ínlíí-déé'^C naa.ghá.

Háá-déé'-sh naa.ghá?

Gallup-déé' naa.gháa ya'?

Ou' Gallup-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Chicago-déé' naa.gháa ya'?

Ou' Chicago-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Window Rock-déé' naa.gháa ya'? Ou' Window Rock-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Holbrook-déé' naa.gháa ya'?

Ou' Holbrook-déé' naa.ghá.

Háá-déé'-sh naa.ghá?

Shiprock-déé' naa.gháa ya'?

Ou' Shiprock-déé' naa.ghá.

translation

Where is (name) from?
 Is (name) from Chicago?
 He is from Arizona, right?
 He is in Chinle, isn't he?
 Is he here?
 Where is (name)?

(Name) háá-déé'-sh naa.ghá?
 (Name) Chicago-déé'-sh naa.ghá?
 Arizona-déé' naa.gháa ya'?
 Ch'ínlíí-di naa.gháa ya'?
 Ko-di-ísh naa.ghá?
 (Name) háa-di-sh naa.ghá?

dialogue

- A. Kíi háá-déé'-sh naa.ghá?
 B. Ch'ínlíí-déé' naa.gháa ya'?
 C. Ou' Ch'ínlíí-déé' naa.ghá.

Use Phaselistening for comprehension

- A. Sali háá-déé'-sh naa.ghá?
 B. Ch'ínlíí-déé' naa.ghá.
 A. Ch'ínlíí-di naa.gháa ya'?
 B. Dooda, Gallup-di naa.ghá.

appropriate response

1. Sali háá-déé'-sh naa.ghá?
 2. Háa-di-sh naa.ghá?
 3. Ch'ínlíí-di naa.gháa ya'?
 4. Gallup-di naa.gháa ya'?

listening for comprehension

Kíi Ch'ínlíí-di naa.ghá. Ch'ínlíí-déé' naa.ghá. Mary Chicago-di naa.ghá.
 Ch'ínlíí-déé' naa.ghá.

appropriate response

1. Kíi háa-di-sh naa.ghá?
2. Háá-déé'-sh naa.ghá?
3. Kíi Ch'ínlíí-di naa.gháa yá'?
4. Kíi Ch'ínlíí-déé' naa.gháa yá'?
5. Mary háa-di-sh naa.ghá?
6. Mary háá-déé'-sh naa.ghá?
7. Mary Chicago-di naa.gháa yá'?
8. Mary Chicago-déé' naa.gháa yá'?

directed discourse - chain drill

- A. Háá-déé'-sh naa.ghá?
- B. Ch'ínlíí-déé' naa.ghá.
- A. Ch'ínlíí-déé'-sh naa.ghá?
- C. Dooda. Chicago-déé' naa.ghá. or Ou' Ch'ínlíí-déé' naa.ghá.

Following the above model, Student A asks another student, B, a question. Student B answers Student A's question. Student A. then asks Student C for confirmation of Student B's statement. Student C has the option of 'yes' or 'no'. Use any place name.

- - - - -

Cycle 6

Manipulation Phasemodel

Dooda, Ch'ínlíí-di doo naa.gháa da. No, he is not in Chinle.

TO THE STUDENT: doo--da, 'no' encloses the verb to negate the action or statement.

substitution

Holbrook
Ch'ínlíí
Gallup
ko-di
Shiprock

Dooda, Holbrook-di doo naa.gháa da.
Dooda, Ch'ínlíí-di doo naa.gháa da.
Dooda, Gallup-di doo naa.gháa da.
Dooda, ko-di doo naa.gháa da.
Dooda, Shiprock-di doo naa.gháa da.

conversion (make statement negative)

Ko-di naa.ghá.
 Ch'ínlíí-di naa.ghá.
 Gallup-di naa.ghá.
 Chicago-di naa.ghá.
 Arizona-di naa.ghá.

Ko-di doo naa.gháa da.
 Ch'ínlíí-di doo naa.gháa da.
 Gallup-di doo naa.gháa da.
 Chicago-di doo naa.gháa da.
 Arizona-di doo naa.gháa da.

(make statement positive)

Ko-di doo naa.gháa da.
 Ch'ínlíí-di doo naa.gháa da.
 Los Angeles-di doo naa.gháa da.
 Chicago-di doo naa.gháa da.
 Shiprock-di doo naa.gháa da.

Ou' ko-di naa.ghá.
 Ou' Ch'ínlíí-di naa.ghá.
 Ou' Los Angeles-di naa.ghá.
 Ou' Chicago-di naa.ghá.
 Ou' Shiprock-di naa.ghá.

model

Ch'ínlíí-di-sh naa.ghá?

Is he at Chinle?

substitution

Ch'ínlíí
 Gallup
 Ko-di
 Chicago
 Shiprock
 Window Rock

Ch'ínlíí-di-sh naa.gha?
 Gallup-di-sh naa.ghá?
 Ko-di-sh naa.ghá?
 Chicago-di-sh naa.ghá?
 Shiprock-di-sh naa.ghá?
 Window Rock-di-sh naa.ghá?

dialogue

A. Ch'ínlíí-di-sh naa.ghá?

B. Dooda, Ch'ínlíí-di doo naa.gháa da.

Use Phaselistening for comprehension

Kíi ko-di doo naa.gháa da. Ch'ínlíí-di naa.ghá. Ch'ínlíí-déé' doo naa.gháa da. Gallup-déé' naa.ghá.

appropriate response

1. Háa-di-sh Kíi doo naa.gháa da?
2. Háa-di-sh naa.ghá?
3. Háa-déé'-sh naa.ghá?
4. Ko-di-sh naa.ghá?
5. Ch'ínlíí-di-sh naa.ghá?
6. Chicago-déé'-sh naa.ghá?
7. (Name) háa-di-sh naa.ghá?
8. (Place)-di-sh naa.ghá?
9. (Place)-déé'-sh naa.ghá?

retelling

Present the comprehension piece to the class.

directed discourse - chain drill

- | | | |
|-------------|----|-------------------------------------|
| Nabídííkid: | A. | Ch'ínlíí-di-sh naa.ghá? |
| Bidíní: | B. | Dooda, Ch'ínlíí-di doo naa.gháa da. |
| Nabídííkid: | B. | Háa-di-sh naa.ghá? |
| Bidíní: | C. | Ko-di naa.ghá. |
| Bidíní: | B. | Ko-di naa.ghá. |
| Nabídííkid: | A. | Ch'ínlíí-déé'-sh naa.ghá? |
| Bidíní: | C. | Ou' Ch'ínlíí-déé' naa.ghá. |

interpreting

1. Have (name) ask you where (name) is from.
2. Have (name) ask me if (name) is here.
3. Have (name) ask (name) where (name) is.
4. Have (name) tell (name) (name) is not here.
5. Have (name) tell (name) (name) is at Chinle.
6. Have (name) ask me if (name) is from Chicago.
7. Have (name) tell (name) that (name) is from Window Rock.

- - - - -

Unit One

REVIEW STAGELooking Back

- A. Kíi háá-déé'-sh naa.ghá?
- B. Ch'ínlíí-déé' naa.ghá.
- A. Ch'ínlíí-di naa.gháa ya'?
- B. Dooda, doo Ch'ínlíí-di naa.gháa da.
- A. Háa-di-sh naa.ghá?
- B. Ko-di naa.ghá.

- A. Kíi ko-di-ísh naa.ghá?
- B. Dooda.
- A. Háa-di-sh naa.ghá?
- B. Gallup-di naa.ghá.

- A. Háa-di-sh naa.ghá?
- B. Ch'ínlíí-di naa.ghá.
- A. Ch'ínlíí-di naa.gháa ya'?
- B. Ou' Ch'ínlíí-di naa.ghá.

Unit Two

PREPARATION STAGEProgramgrammatical points

two

about it

1. Ha'át'íí-sh yaa naa.ghá? means 'What is he doing?'
2. Examine the pattern with the literal English equivalents.

ha'át'íí-sh	y-aa	naa.ghá
what -?	about it	he's going around
3. Is y-aa composed of one or two parts?
4. We will ordinarily write y-aa as just yaa. What does yaa mean?
5. A preposition (in English) precedes or is pre-posed to the word or phrase it relates to.
6. The Navaho form yaa is postposed or placed after the word or phrase it relates to.
7. Although its translation equivalent in English is a preposition (about), we choose to call it a POSTPOSITION.
8. Study the examples:
 - (a) Ha'át'íí-sh yaa naa.ghá? What is he doing?
 - (b) Wááshindoon yá naa.lnish. He works for the government.
 - (c) Béeso yik'é naa.lnish. He works for (in exchange for) money.

9. Write the three postpositions:

yaa _____

yá _____

yik'é _____

postposed

10. A postposition is (preposed/postposed) to the word or phrase it relates to.

11. Write the postpositions together with the word each relates to in the above three sentences.

ha'át'íí-sh yaa _____

Wááshindoon yá _____

béeso yik'é _____

12. Yá means 'for a person or living thing.' Write 'He works for the government.' in Navaho.

Wááshindoon yá
naa.lnish. _____

13. Yik'é means 'in exchange for.' Write 'He works for money' in Navaho.

Béeso yik'é
naa.lnish. _____

Summary

POSTPOSITIONS:

Postpositions actually have two constituents: y.aa, y.ik'é, y.á. However, they are written as one unit.

yaa

'about it'

yik'é

'in exchange for it'

yá

'for it'

Also, postpositions follow the word or phrase they relate to.

Wááshindoon yá	for the government
ha'át'íí-sh yaa	what about
béeso yik'é	in exchange for money

Written Exercises

1. Circle the postpositions in these sentences:

Sali ha'át'íí-sh yaa naa.ghá?

Wááshindoon yá naa.lnish.

Diné yá naa.lnish.

Béeso yik'é naa.lnish.

Mary ha'át'íí-sh yaa naa.ghá?

Ch'iyáán yik'é naa.lnish.

Háí-sh yá naa.lnish?

2. Fill in the blanks with yaa, 'about'; yá, 'for'; or yik'é, 'in exchange for.' Use the English translation to help you.

Kíi ha'át'íí-sh _____ naa.ghá?

'What is Kee doing?'

Diné _____ naa.lnish.

'He works for the Navahos.'

Ch'iyáán _____ naa.lnish.

'He works in exchange for food.'

Háí-sh _____ naa.lnish?

'Who does he work for?'

Ha'át'íí-sh _____ naa.ghá?

'What is he doing?'

Béeso _____ naa.lnish.

'He works in exchange for money.'

Listening In

- A. Kíi ha'át'íí-sh yaa naa.ghá?
 B. Naa.lnish.
 A. Háa-di-sh naa.lnish?
 B. Tséch'ízhí-di naa.lnish.
 A. Háí-sh yá naa.lnish?
 B. Wááshindoon yá naa.lnish.

- A. Kíi-sh kóó naa.ghá?
 B. Dooda, Ch'ínlíí-di naa.ghá.
 A. Ha'át'íí-sh yaa naa.ghá?
 B. Ó.łta'.

Memorization

- A. Ha'át'íí-sh yaa naa.ghá? What is he doing?
 B. T'óó kóó naa.ghá. He is just walking around here.

- A. Háí-sh yá naa.lnish? Who does he work for?
 B. Wááshindoon yá naa.lnish. He works for the government.

Looking AheadVocabularyimmediate use

naa.lnish	he works
'Ó.łta'	he studies, reads, goes to school, counts
háí	who
yaa	about

yik'é	in exchange for it
yá	for him
t'áájiik'é	free
ch'iyáán	food
diné	people, Navaho, man

anticipated use

wo.lyé	he, she, it is called
naaltsocs	book, paper
na'oolkií	watch
chidí	car
tsésq'	window
ńléí	that one

ní	he says (direct quote)
á.t'é	it is
shí	my
ádin	disappear, none
hóló	it exists
da'	'question marker'
-dó'	too, also
-shə'	how about, what about
nááhai	years
díkwíí	how many, how much
dizhchí	to be born

shaghan	my home
leh	usually
áa-di	there (place mentioned previously)

Listening for Study

- | | |
|---------------------------------|--|
| A. Ha'át'íí-sh á.t'é? | What is it? |
| B. Bee ak'e'elchíhí á.t'é. | It is a pencil. |
| A. Da' nibee ak'e'elchíhí hóló? | Do you have a pencil? |
| B. Shibee ak'e'elchíhí ádin. | I don't have a pencil. |
| ----- | |
| A. Háa-di-sh bi'dizhchí? | Where was he born? |
| B. Da' George? | Who, George? |
| A. Ou'. | Yes. |
| B. Doo bééhasin da. Ni-sha'? | I don't know. How about you? |
| A. Gallup-di shi'dizhchí. | I was born at Gallup. |
| B. Díkwíí-sh nihi-nááhai? | How old are you (2)? |
| A. Ashdla' nihi-nááhai. | We're five years old. |
| B. Háa-di-sh nihi.ghan? | Where do you live? (Where is your home?) |
| A. Nléi-di nihi.ghan. | Our home is over there. |

- | | |
|---|-------------------------------------|
| A. Haa-di-sh na.ni.naa dooleeł? | Where will you be (walking around)? |
| B. Naat'áanii Nééz-di naa.sháa dooleeł. | I will be at Shiprock. |
| A. Áa-di-sh na.ni.lnish dooleeł? | Will you be working over there? |
| B. Ou' áa-di naa.sh.nish dooleeł. | Yes, I will be working over there. |

Survival Expressions

expressions needed for classroom operation

- | | |
|----------------------|----------------|
| díní | you (1) say it |
| t'áá ánółtso | all of you |
| doo shił bééhózin da | I don't know. |

Unit Two

CORE STAGE

Cycle 7

Manipulation Phasemodel

T'óó kóó naa.ghá.

He is just walking around
here.TO THE STUDENT: kóó means 'here about' while ko-di means 'precisely here.'substitution - translation

naa.ghá	Kóó naa.ghá.	He is walking around.
naa.lnish (he's working)	Kóó naa.lnish.	He is working.
'ó.łta' (he's studying)	Kóó 'ó.łta'.	He is studying.

patterned response

Kóó-sh naa.ghá?	Ou' kóó naa.ghá.
Kóó-sh naa.lnish?	Ou' kóó naa.lnish.
Kóó-sh 'ó.łta'?	Ou' kóó 'ó.łta'.

variable slot substitution

Kíi kóó naa.ghá.
Mary kóó naa.ghá.
 Mary kóó naa.lnish.
 Mary Window Rock-di naa.lnish.
 Kíi Window Rock-di naa.lnish.
 Kíi Window Rock-di 'ó.łta'.
 Kíi ko-di 'ó.łta'.
 Kíi ko-di naa.ghá.

translation

Kee is walking around here, right?
 Mary is working precisely here.
 Betty is studying here, right?
 Kee is working in Window Rock.
 Is he working in Gallup?
 Is Kee working in Chinle?
 Is he studying here?
 Is Kee walking around precisely here?
 Where is Kee?

Kíi k'óó naa.gháa, ya'?
 Mary ko-di naa.lnish.
 Betty k'óó 'ó.łta' ya'?
 Kíi Window Rock-di naa.lnish.
 Gallup-di-sh naa.lnish?
 Kíi-sh Ch'ínłíł-di naa.lnish?
 Ko-di-sh 'ó.łta'?
 Kíi-sh ko-di naa.ghá?
 Kíi háa-di-sh naa.ghá?

model

Ha'át'íí-sh yaa naa.ghá?

What is he doing?

TO THE STUDENT: yaa means 'about it'; yaa naa.ghá, 'he's doing it,' literally is translated 'he's walking around about it.'

substitution

Mary
 Sali
 Chii
 Harry
 John
 Jim
 Kíi

Mary ha'át'íí-sh yaa naa.ghá?
 Sali ha'át'íí-sh yaa naa.ghá?
 Chii ha'át'íí-sh yaa naa.ghá?
 Harry ha'át'íí-sh yaa naa.ghá?
 John ha'át'íí-sh yaa naa.ghá?
 Jim ha'át'íí-sh yaa naa.ghá?
 Kíi ha'át'íí-sh yaa naa.ghá?

pattern response

Ha'át'íí-sh ^Ayaa naa.ghá?

^B'ó.łta'.

^A'ó.łta' ya'?

Ha'át'íí-sh yaa naa.ghá?
 Ha'át'íí-sh yaa naa.ghá?
 Ha'át'íí-sh yaa naa.ghá?

Naa.lnish. Naa.lnish ya'?
 T'óó k'óó naa.ghá. T'óó k'óó naa.gháa ya'?
 'ó.łta'. 'ó.łta' ya'?

dialogue 1

A. Kíi ha'át'íí-sh yaa naa.ghá?

B. T'óó k'óó naa.ghá.

dialogue 2

- A. Kíi háa-di-sh naa.ghá?
- B. Ch'ínlíí-di naa.ghá.
- A. Ch'ínlíí-di ha'át'íí-sh yaa naa.ghá?
- B. 'Ó.ṽta'.

directed discourse

1. Nashídíṽkid: (Name) ha'át'íí-sh yaa naa.ghá?
2. (Name) ha'át'íí-sh yaa naa.ghá?
3. (Name) ha'át'íí-sh yaa naa.ghá?
4. (Name) ko-di-ísh naa.ghá?
5. (Name) ko-di-ísh naa.lnish?
6. (Name)-sh Gallup-di 'Ó.ṽta'?
- (7. - 12. Nabídíṽkid same questions)

interpreting

1. Have (name) ask you what (name) is doing.
2. Have (name) ask you what (name) is doing.
3. Have (name) ask you what (name) is doing.
4. Have (name) ask you if (name) is here.
5. Have (name) ask you if (name) is working here.
6. Have (name) ask you if (name) is studying in Provo.
7. Have (name) ask you where I am from.

Use Phaselistening for comprehension

Kíi Ch'ínlíí-di naa.ghá. Kóó doo naa.gháa da. Ch'ínlíí-di doo naa.lnish da.
'Ó.ṽta'.

appropriate response

1. Kíi háa-di-sh naaghá?
2. Ha'át'íí-sh yaa naaghá?
3. Háa-di-sh doo naagháa da?
4. (Name) ko-di-sh naaghá?
5. California-déé'-sh naaghá?
6. (Name) kóó-sh naaghá?
7. Háa-déé'-sh naaghá?

restaging

Students stage the comprehension monologue as a dialogue. Change both person and place names.

Cycle 8

Manipulation Phasemodel

Tséch'ízhí-di naa.lnish.

He works at Rough Rock.

substitution

Chicago
 Ch'ínlíí
 Na'ńzhoozhí (Gallup)
 Tséch'ízhí
 hooghan
 kin (house)

Chicago-di naa.lnish.
 Ch'ínlíí-di naa.lnish.
 Na'ńzhoozhí-di naa.lnish.
 Tséch'ízhí-di naa.lnish.
 Hooghan-di naa.lnish.
 Kin-di naa.lnish.

substitution

Kíi
 Baa' (girl's name)
 Harry
 Sali
 Jim
 Mary

Kíi Tséch'ízhí-di naa.lnish.
 Baa' Tséch'ízhí-di naa.lnish.
 Harry Tséch'ízhí-di naa.lnish.
 Sali Tséch'ízhí-di naa.lnish.
 Jim Tséch'ízhí-di naa.lnish.
 Mary Tséch'ízhí-di naa.lnish.

model

Háa-di-sh naa.lnish?

Where does he work?

substitution

háa-di-sh

Tséch'ízhí-di-sh

Na'ńzhoozhí-di-sh

hooghan-di-sh

Chicago-di-sh

kin-di-sh

Háa-di-sh naa.lnish?

Tséch'ízhí-di-sh naa.lnish?

Na'ńzhoozhí-di-sh naa.lnish?

Hooghan-di-sh naa.lnish?

Chicago-di-sh naa.lnish?

Kin-di-sh naa.lnish?

dialogue

A. Háa-di-sh naa.lnish?

B. Tséch'ízhí-di naa.lnish.

Use Phaselistening for comprehension

Baa' Na'ńzhoozhí-di naa.lnish. Ch'ínííí-di doo naa.gháa da. Na'ńzhoozhí-di naa.ghá.

appropriate response

1. Baa' háa-di-sh naa.lnish?
2. Háa-di-sh naa.ghá?
3. Ha'át'íí-sh yaa naa.ghá?
4. Kóó-sh naa.ghá?
5. Háa-di-sh Kíi doo naa.gháa da?
6. Háa-di-sh Kíi naa.lnish?
7. Háa-di-sh Henry 'ó.łta'?

restaging

Act out a dialogue from the comprehension piece.

Cycle 9

Manipulation Phasemodel

Wááshindoon yá naa.lnish.

He works for the government.

TO THE STUDENT: yá means 'for (a person).'substitution

John

Harry

Jim

Kíi

Chii

Wááshindoon (government)

diné (people or the Navahos)

John yá naa.lnish.

Harry yá naa.lnish.

Jim yá naa.lnish.

Kíi yá naa.lnish.

Chii yá naa.lnish.

Wááshindoon yá naa.lnish.

Diné yá naa.lnish.

restatement

Kíi naa.lnish, Wááshindoon yá.

Kíi Wááshindoon yá naa.lnish.

Jim naa.lnish, Wááshindoon yá.

Jim Wááshindoon yá naa.lnish.

Naa.lnish, Wááshindoon yá.

Wááshindoon yá naa.lnish.

'Ó.łta', Wááshindoon yá.

Wááshindoon yá 'Ó.łta'.

Kíi 'Ó.łta', Wááshindoon yá.

Kíi Wááshindoon yá 'Ó.łta'.

John naa.lnish, Wááshindoon yá.

John Wááshindoon yá 'Ó.łta'.

Chii naa.lnish, Wááshindoon yá.

Chii Wááshindoon yá naa.lnish.

model

Kíi háí-sh yá naa.lnish?

Who is Kee working for?

substitution

Mary-sh

Sali-sh

Baa'-sh

háí-sh

Kíi Mary-sh yá naa.lnish?

Kíi Sali-sh yá naa.lnish?

Kíi Baa'-sh yá naa.lnish?

Kíi háí-sh yá naa.lnish?

dialogue

- A. Háí-sh yá naa.lnish?
- B. Wááshindoon yá naa.lnish.

Use Phaselistening for comprehension

Kíi Na'ńzhoozhí-di naa.ghá. Na'ńzhoozhí-di doo naa.lnish da. Ch'ínlíí-di naa.lnish. Diné yá naa.lnish.

appropriate response

1. Kíi háa-di-sh naa.ghá?
2. Háa-di-sh doo naa.lnish da?
3. Háa-di-sh naa.lnish?
4. Háí-sh yá naa.lnish?

restaging

Act out a dialogue for the comprehension piece.

retelling

Retell the story about Kee.

directed conversation - patterned drill

- Nabídílkid:
- A. (Name)-sh kóó naa.ghá?
 - A. Háa-di-sh naa.lnish?
 - A. Háí-sh yá naa.lnish?

- EXAMPLE:
- A. Kíi-sh kóó naa.ghá?
 - B. Dooda, doo kóó naa.gháa da. Naa.lnish.
 - A. Háa-di-sh naa.lnish?
 - B. (Place)-di naa.lnish.
 - A. Háí-sh yá naa.lnish?
 - B. (Name) yá naa.lnish.

- - - - -

Cycle 10

Manipulation Phasemodel

Béeso yik'é naa.lnish.

He works for money.

TO THE STUDENT: yik'é means 'in exchange for.'substitution

béeso yik'é

ch'iyáán yik'é (food)

t'áájiik'é (free)

t'óó aháyóí béeso (much)

Béeso yik'é naa.lnish.

Ch'iyáán yik'é naa.lnish.

T'áájiik'é naa.lnish.

T'óó aháyóí béeso yik'é naa.lnish.

model

Ha'át'íí-sh yik'é naa.lnish?

What does he work in exchange
for?contrast (Students must correct the one sentence that is incorrect.)

Béeso yá naa.lnish.

Wááshindoon yá naa.lnish.

Béeso yik'é naa.lnish.

Ch'iyáán yik'é naa.lnish.

Diné yik'é naa.lnish.

Diné yá naa.lnish.

T'áájiik'é naa.lnish.

T'áájiik'é yá naa.lnish.

T'áájiik'é naa.lnish.

Wááshindoon yik'é naa.lnish.

Wááshindoon yá naa.lnish.

Wááshindoon yá naa.lnish.

Diné yá naa.lnish.

Diné yik'é naa.lnish.

Diné yá naa.lnish.

Béeso yá naa.lnish.

Béeso yik'é naa.lnish.

Béeso yik'é naa.lnish.

T'áájiik'é naa.lnish.

T'áájiik'á naa.lnish.

T'áájiik'é naa.lnish.

translation

He works for the government.
 He works for free.
 He works for food.
 He works for Sali.
 He works for money.
 He works for the Navahos.

Wááshindoon yá naa.lnish.
 T'áájiik'é naa.lnish.
 Ch'iyáán yik'é naa.lnish.
 Sali yá naa.lnish.
 Béeso yik'é naa.lnish.
 Diné yá naa.lnish.

dialogue 1

- A. Ha'át'íí-sh yik'é naa.lnish?
 B. Béeso yik'é naa.lnish.

dialogue 2

- A. Ha'át'íí-sh yik'é naa.lnish?
 B. T'áájiik'é naa.lnish.

Use Phaselistening for comprehension

Kíi Na'ńzhoozhí-di naa.ghá. Naa.lnish. Wááshindoon yá naa.lnish. Béeso yik'é naa.lnish. Kíi diné t'áájiik'é yá naa.lnish.

appropriate response

1. Kíi háa-di-sh naa.ghá?
2. Ha'át'íí-sh yaa naa.ghá Na'ńzhoozhí-di?
3. Háí-sh yá naa.lnish?
4. Ha'át'íí-sh yik'é naa.lnish?
5. Diné-ésh t'áájiik'é yá naa.lnish?

appropriate questioning

Nabídílkid: Kíi háa-di-sh naa.ghá?
 Ha'át'íí-sh yaa naa.ghá?
 Háí-sh yá naa.lnish?
 Ha'át'íí yik'é naa.lnish?
 Háí-sh t'áájiik'é yá naa.lnish?

restaging

Act out a dialogue for the comprehension piece.

Unit Two

REVIEW STAGELooking Back

- | | | |
|----|-----------------|------------------|
| A. | Kíi-sh 'ó.łta'? | Does Kee read? |
| B. | Doo 'ó.łta' da. | He doesn't read. |
| A. | Kóó-sh naa.ghá? | Is he around? |
| B. | Ndagha'. | No. |

- | | | |
|----|----------------------------------|----------------------------------|
| A. | Díkwíí-sh béeso yik'é naa.lnish? | How much money does he work for? |
| B. | T'áájiik'é naa.lnish. | He works for nothing (free). |

- | | |
|----|--------------------------------------|
| A. | Háa-di-sh naa.ghá? |
| B. | Ch'ínłíí-di naa.ghá. |
| A. | Ch'ínłíí-di ha'át'íí-sh yaa naa.ghá? |
| B. | 'ó.łta'. |

Na'ńzhoozhí-di naa.ghá. Na'ńzhoozhí-di doo naa.lnish da. Ch'ínłíí-di naa.lnish. Diné yá naa.lnish.

Hastiin léí kóó naa.ghá. Naa.lnish. Wááshindoon yá naa.lnish. T'óó ahayóí béeso yik'é naa.lnish.

Unit Three

PREPARATION STAGEProgramgrammatical points

1. The following is a list of five Navaho pronouns.

shí {
my
me
I

nihí {
our
us
we

ni {
your
you

nihí {
your
you

bí {
his, her, its
him, her, it
he, she, it

four

- 2... How many different Navaho forms are there in the above chart?

3. Write the four forms:

shí

ni

bí

nihí

more

4. Observe that shí serves to indicate possession (my), the subject function (I), and the object function (me).
5. You can deduce that Navaho pronouns are (more/less) versatile in their functions than their English equivalents.

6. One common use of all these pronouns is to show possession. Study the examples:

nááhai	'years'
<u>shinááhai</u>	'my years'
naaltsoos	'book'
<u>binaaltsoos</u>	'his (or her) book'

before

7. Just as in English, the pronoun comes (before/after) the noun it 'possesses.'

binááhai

8. Shinááhai means 'my years.' How would you say 'his years.'?

shinaaltsoos

9. Binaaltsoos means 'his book.' How would you say 'my book'?

your book

10. What would ninaaltsoos mean?

11. Compare:

Da' nichidí hóló? 'Do you have a car?'

Nichidí-sh hóló? 'Do you have a car?'

same

12. The meaning of the two examples is (different/same).

13. Da' always indicates a yes - or - no question is being asked.

14. -ísh, (or -sh) indicates that a question is being asked.

15. Compare:

Nichidí-sh hóló? 'Do you have a car?'

Háa-di-sh nichidí? 'Where is your car?'

no

16. Can both questions be answered by yes or no?

17. Now compare:

Da' nichidí hóló? 'Do you have a car?'

Da' nichidí-sh hóló? 'Do you have a car?'

Da' háa-di-sh nichidí? { 'Did you say,
You mean }

where is your
car?'

yes

18. Can these questions be answered by yes or no?

da'

19. Which question marker always requires a yes or no response? da' or -ísh?

20. -shá' is also a question marker. It means 'how about?' or 'what about?'

21. Compare:

Shi-shá'? 'How about me?' 'What about me?'

Da' shí? 'Who, me?'

a phrase

22. You might say, 'I am going to the store, how about you?' Would he respond with just yes/no or with a phrase?

23. He might say, 'Yes, I am going too.'

no

24. Does -shá' anticipate a yes/no response?

Summary

PRONOUNS:

shí { my
me
I

nihí { our
us
we

ni { your
you

nihí { your
you

bí { his, her, its
him, her, it
he, she, it

The pronouns may serve as possessives.

shinaaltsoos	my book
ninaaltsoos	your book
binaaltsoos	his book
nihinaaltsoos	our book
nihinaaltsoos	your book

The pronouns may occur isolated.

Da' shí?	Who, me?
Da' ni?	Who, you?
Da' nihí?	Who, us?

QUESTION MARKERS:

Da' indicates that a yes/no question is being asked.

Da' naa.lnish?	Is he working?
Da' kóó naa.ghá?	Is he here?

-sha' asks 'what about' or 'how about'

Kíi-sha', kóó-sh naa.ghá?	How about Kee, is he here?
Nagháí-sha', da' naaltsoos á.t'é?	How about that, is it a magazine?
Díí-sha'?	How about this?
Shí-sha'?	What about me?

Written Exercises

1. Make these nouns possessive. Write them in Navaho.

naaltsoos (book)	my book	his book	your book
nááhai (years)	our years	my years	your (2) years
dibé (sheep)	her sheep	our sheep	my sheep
chidí (car)	your (2) car	his car	your car

2. Write sentences combining da' with the following pronouns. Translate the sentences into English. The first one is done for you.

nihí	Da' nihí?	Who, you (2)?
bí	_____	_____
shí	_____	_____
nihí	_____	_____
ni	_____	_____

3. Translate into Navaho.

How about us?	_____
How about me?	_____
How about you?	_____
How about Kee?	_____
How about him?	_____
How about you (2)?	_____

Listening In

- A. Nléí haa-sh wo.lyé?
- B. Chidí wo.lyé.
- C. Haa-sh wo.lyé, ní?
- A. Chidí wo.lyé, ní.
- C. Da' nichidí?
- B. Doo shí da.

- A. Ha'át'íí-sh á.t'é?
- B. Bee ak'e'lchíhí á.t'é.
- A. Da' nibee ak'e'elchíhí hóló?
- B. Shibee ak'e'elchíhí ádin.

- A. Háa-di-sh bi'dizhchí?
- B. Da' George?
- A. Ou'.
- B. Doo shíł bééhózin da. Ni-sha'?
- A. Na'ńzhoozhí-di shi'dizhchí.

- A. Díkwíí-sh nihi-nááhai?
- B. Ashdla' nihi-nááhai.
- A. Háa-di-sh nihi.ghan?
- B. Nléi-di nihi.ghan.

Memorization

- A. Nléí hastiin, haa-sh wo.lyé?
- B. Hastiin Yázhí wo.lyé.
- A. Háa-di-sh ba.ghan?
- B. Nléí dził ghoshch'ish-jí ba.ghan.

- A. Ha'át'íí-sh á.t'é?
- B. Naaltsoos á.t'é.
- A. Da' ninaaltsoos á.t'é?
- B. Ou' t'áá shí shinaaltsoos.

Looking AheadVocabularyimmediate use

wo.lyé	he, she, it is called
naaltsoos	book, paper, magazine
ńléí	that one
ńí	he says
á.t'é	it is
shí	my
ádin	nothing, none
hólq	it exists
da'	'question marker'
-dó'	too, also

-shə'	how about, what about
nááhai	years
díkwíí	how many, how much
shi'dizhchí	I was born
shaghan	my home
leh	usually
áa-di	there (previously mentioned place)

anticipated use

naa.sh.á	I walk around
naa.sh.nish	I work
dooleeł	it will become

na.ni.nã	you walk around
na.ni.lnish	you work
ólta'	school
t'óó	just
sé.dá	I am sitting
'íí.ní.sh.ta'	I am studying
doo baa naa.sháhí da	I'm not doing anything.
alk'idáá'	a long time ago
nt'ée	in the past
-ji'	to, up to, as far as
nízaad	far, long

Listening for Study

- | | | |
|----|---|------------------------------------|
| A. | Ha'át'íí-sh baa na.ni.ná? | What are you doing? |
| B. | Ólta' bá naa.sh.nish. | I am working for the school. |
| A. | Háá-déé'-sh na.ni.ná? | Where are you from? |
| B. | Tségháhoodzání-déé' naa.shá. | I am from Window Rock. |
| A. | Tségháhoodzání-déé' na.ni.náá
ńt'éé', ya'? | You were from Window Rock, right? |
| B. | Alk'idáá' áa-déé' naa.sháá
ńt'éé'. | A long time ago, I was from there. |
| A. | Haa nízaad-jí' áa-di na.ni.náá
ńt'éé'? | How long ago were you from there? |
| B. | Naaki nááhai-jí' áa-di naa.sháá
ńt'éé'. | I was there two years. |

- | | | |
|----|---|------------------------------|
| A. | Ashkíí-sh yáłti'? | Does the boy talk? |
| B. | Ou' yáłti'. | Yes, he talks. |
| A. | Bich'í' yáníłti'. | Speak to him. |
| B. | Yá'át'ééh. Naaltsoos shaa
ní'aah, ya'? | Hello. Give me the book, ok? |
| A. | Diné doo yidiits'a' da. | He does not speak Navaho. |

Survival Expressionsmodel

Éí doo hweesh'íí da.

I have not seen it.
(I have not been there.)

substitution

éí

Chicago

Ch'ínlíí

Na'ńzhoozhí

Window Rock

California

Éí doo hweesh'íí da.

Chicago doo hweesh'íí da.

Ch'ínlíí doo hweesh'íí da.

Na'ńzhoozhí doo hweesh'íí da.

Window Rock doo hweesh'íí da.

California doo hweesh'íí da.

model

Chicago-sh hwííní'í?

Have you seen (been to) Chicago?

substitution

Chicago

New York

Wááshindoon

Ch'ínlíí

Diné bikéyah (Navaho Reservation)

Chicago-sh hwííní'í?

New York-sh hwííní'í?

Wááshindoon-sh hwííní'í?

Ch'ínlíí-sh hwííní'í?

Diné bikéyah-ísh hwííní'í?

listening for comprehension

A. Háá-di-sh Tséch'ízhí?

B. Hóla, doo shíł bée'hózin da. Éí doo hweesh'íí da.

A. Shi-dó' doo hweesh'íí da.

Unit Three

CORE STAGE

Cycle 11

Manipulation Phasemodel

Kíi wo.lyé.

He is called Kee.

substitution

Baa'
Kíi
Henry
Chii
Sali
Mary
Harry
Jim

Baa' wo.lyé.
Kíi wo.lyé.
Henry wo.lyé.
Chii wo.lyé.
Sali wo.lyé.
Mary wo.lyé.
Harry wo.lyé.
Jim wo.lyé.

point and say

TO THE STUDENT: Nléí points out which person or thing you are talking about.

Nléí Kíi wo.lyé.
Nléí Chii wo.lyé.
Nléí Henry wo.lyé.
Nléí Baa' wo.lyé.
Nléí (name) wo.lyé.

model

Naaltsoos wo.lyé.

It is called a book.

substitution

naaltsoos (paper, book, magazine)
 na'oolkilí (watch)
 chidí (car)
 tsésq' (window)

Naaltsoos wo.lyé.
 Na'oolkilí wo.lyé.
 Chidí wo.lyé.
 Tsésq' wo.lyé.

point and say

Naaltsoos wo.lyé.
 Na'oolkilí wo.lyé.
 Chidí wo.lyé.
 Tsésq' wo.lyé.

model

Nléí haa-sh wo.lyé?

What is that (one) called?

dialogue

A. Nléí haa-sh wo.lyé?

B. Kíi wo.lyé.

Use Phaselistening for comprehension

- A. Nléí naa-sh wo.lyé?
 B. John wo.lyé.
 A. Háá-déé'-sh naa.ghá?
 B. Na'ñzhoozhí-déé' naa.ghá.
 A. Háa-di-sh naa.lnish?
 B. Na'ñzhoozhí-di naa.lnish.

appropriate response

1. Haa-sh wo.lyé?
2. Háá-déé'-sh naa.ghá?
3. Háa-di-sh naa.lnish?

recapitulation

State briefly the facts you learned in the comprehension dialogue.

Cycle 12

Manipulation Phasemodel

Kíi wo.lyé, ní.

He said, "He is called Kee."

TO THE STUDENT: ní is used as a direct quote, meaning 'he says.'

substitution

Kíi
Baa'
Hastiin Yázhí (Little Man)
Sali
Hastiin Nééz (Tall Man)

Kíi wo.lyé, ní.
Baa' wo.lyé, ní.
Hastiin Yázhí wo.lyé, ní.
Sali wo.lyé, ní.
Hastiin Nééz wo.lyé, ní.

substitution with patterned response

(use names of class members)

A
Haa-sh wo.lyé?
Haa-sh wo.lyé?
Haa-sh wo.lyé?
Haa-sh wo.lyé?
Haa-sh wo.lyé?

B
(Name) wo.lyé.
(Name) wo.lyé.
(Name) wo.lyé.
(Name) wo.lyé.
(Name) wo.lyé.

C
(Name) wo.lyé, ní.
(Name) wo.lyé, ní.
(Name) wo.lyé, ní.
(Name) wo.lyé, ní.
(Name) wo.lyé, ní.

pattern response

A
Tséch'ízhí-di naa.lnish.
Kóó naa.ghá.
'Ó.łta'.
Na'ńzhoozhí-déé' naa.ghá.
Kíi wo.lyé.

B
Ha'át'íí ní?
Ha'át'íí ní?
Ha'át'íí ní?
Ha'át'íí ní?
Ha'át'íí ní?

C
Tséch'ízhí-di naa.lnish, ní.
Kóó naa.ghá, ní.
'Ó.łta', ní.
Na'ńzhoozhí-déé' naa.ghá, ní.
Kíi wo.lyé, ní.

substitution with pattern response

<u>A</u>	<u>B</u>	<u>C</u>
Haa-sh wo.lyé?	Naaltsoos wo.lyé.	Naaltsoos wo.lyé, ní.
Haa-sh wo.lyé?	Na'oolkií wo.lyé.	Na'oolkií wo.lyé, ní.
Haa-sh wo.lyé?	Naaltsoos wo.lyé.	Naaltsoos wo.lyé, ní.
Haa-sh wo.lyé?	Chidí wo.lyé.	Chidí wo.lyé, ní.
Haa-sh wo.lyé?	Tsésq' wo.lyé.	Tsésq' wo.lyé, ní.
Haa-sh wo.lyé?	Kin wo.lyé.	Kin wo.lyé, ní.
Haa-sh wo.lyé?	Hooghan wo.lyé.	Hooghan wo.lyé, ní.

substitution

gídí (kitty)	Gídí wo.lyé, ní.
Nabeeho (Navaho)	Nabeeho wo.lyé, ní.
jélii (jelly)	Jélii wo.lyé, ní.
Jííizis (Jesus)	Jííizis wo.lyé, ní.
mósí (pussy cat)	Mósí wo.lyé, ní.

model

Haa-sh wo.lyé, ní?

What did he say it (another thing) is called?

pattern response (Have pictures of the following items.)

<u>A</u>	<u>B</u>	<u>C</u>
Chidí wo.lyé.	Haa-sh wo.lyé?	Chidí wo.lyé, ní.
Gídí wo.lyé.	Haa-sh wo.lyé?	Gídí wo.lyé, ní.
Nabeeho wo.lyé.	Haa-sh wo.lyé?	Nabeeho wo.lyé, ní.
Naaltsoos wo.lyé.	Haa-sh wo.lyé?	Naaltsoos wo.lyé, ní.
Jélii wo.lyé.	Haa-sh wo.lyé?	Jélii wo.lyé, ní.
Jííizis wo.lyé.	Haa-sh wo.lyé?	Jííizis wo.lyé, ní.
Mósí wo.lyé.	Haa-sh wo.lyé?	Mósí wo.lyé, ní.

dialogue

A. Haa-sh wo.lyé?

B. Baa' wo.lyé.

A. Haa-sh wo.lyé, ní?

C. Baa' wo.lyé, ní.

Use Phaselistening for comprehension

- A. Mary Tséch'ízhí-di naa.ghá.
 B. Ha'át'íí-sh yaa naa.ghá?
 A. Naa.lnish.
 B. Ha'át'íí-sh ní?
 C. Naa.lnish, ní.

appropriate response

1. Mary háa-di-sh naa.ghá?
 2. Ha'át'íí-sh yaa naa.ghá?
 3. Háá-déé'-sh naa.ghá?
 4. Tséch'ízhí-déé'-sh naa.ghá?
 5. Haa-sh wo.lyé?
 6. Nléí ashkii haa-sh wo.lyé?
 7. Haa-sh wo.lyé, ní?

directed discourse

(chain drill)

- Nabídílkid: A. Nléí haa-sh wo.lyé?
 B. (Name) wo.lyé.
 A. Ha'át'íí-sh ní?
 C. (Name) wo.lyé, ní.
- A. (Name) háa-di-sh naa.lnish?
 B. (Place)-di naa.lnish.
 A. Ha'át'íí-sh ní?
 C. (Place)-di naa.lnish, ní.
- A. (Name) háá-déé'-sh naa.ghá?
 B. (Place)-déé' naa.ghá.
 A. Ha'át'íí-sh ní?
 C. (Place)-déé' naa.ghá, ní.
-

Cycle 13

Manipulation Phasemodel

Naaltsoos á.t'é.

It is a book.

substitution

naaltsoos
 bee ak'e'elchíhí (pencil, pen)
 na'oolkilí
 bikáá' na'adzohí (blackboard)
 tsésq'
 bee na'ach'ghí (crayon)
 beesh 'ahidilí (scissors)
 chidí

Naaltsoos á.t'é.
 Bee ak'e'elchíhí á.t'é.
 Na'oolkilí á.t'é.
 Bikáá' na'adzohí á.t'é.
 Tsésq' á.t'é.
 Bee na'ach'ghí á.t'é.
 Beesh 'ahidilí á.t'é.
 Chidí á.t'é.

model

Ha'át'íí-sh á.t'é?

What is it?

point and ask

(Point to things in the classroom. Other students will answer the question.)

Ha'át'íí á.t'é?

point and ask

(Point to things in the classroom.)

Haa-sh wo.lyé?

dialogue

A. Nléí ha'át'íí-sh á.t'é?

B. Naaltsoos á.t'é.

Use Phaseappropriate response

1. (Name) háá-déé'-sh naa.ghá?
2. (Name) háa-di-sh naa.ghá?
3. (Name) háa-di-sh naa.lnish?
4. (Name) ha'át'íí-sh yaa naa.ghá?
5. Nléí haa-sh wo.lyé?
6. Ha'át'íí-sh á.t'é?

interpreting

1. Have (name) ask you where (name) is.
2. Have (name) ask you what he is called.
3. Have (name) ask me if (name) works.
4. Have (name) ask (name) if (name) is here.
5. Have (name) ask what did (name) say.
6. Have (name) ask (name) where he is from.
7. Have (name) ask you what his name is.

Cycle 14

Manipulation Phasemodel

T'áá shí shi-naaltsoos.

It is my book (or paper).

point and say

Shí (me)
 Ni (you)
 Bí (him)
 Nihí (us)
 Nihí (you 2)

translate and point

me
 us
 them
 you (2)
 him
 you

shí
 nihí
 bí
 nihí
 bí
 ni

substitution

Shinaaltsoos á.t'é.

ni
shí
nihí
bí
nihí
ni

Ninaaltsoos á.t'é.
Shinaaltsoos á.t'é.
Nihinaaltsoos á.t'é.
Binaaltsoos á.t'é.
Nihinaaltsoos á.t'é.
Ninaaltsoos á.t'é.

substitution with pattern response

shí (me)
ni (you)
nihí (us)
bí
nihí (you 2)

T'áá shí shi-naaltsoos.
T'áá ni ni-naaltsoos.
T'áá nihí nihi-naaltsoos.
T'áá bí bi-naaltsoos.
T'áá nihí nihi-naaltsoos.

point and say

ni
nihí
bí
shí
nihí

Doo ni da.
Doo nihí da.
Doo bí da.
Doo shí da.
Doo nihí da.

model

Háí-sh bi-naaltsoos?

Whose book (paper) is it?

substitution

bee ak'e'elchíhí
na'oolkií
naaltsoos
chidí
gídí
mósí
beesh ahidií
bee na'ach'ghí
kin

Háí-sh bibee ak'e'elchíhí?
Háí-sh bina'oolkií?
Háí-sh binaaltsoos?
Háí-sh bichidí?
Háí-sh bigídí?
Háí-sh bimósí?
Háí-sh bibeesh ahidií?
Háí-sh bibee na'ach'ghí?
Háí-sh bikin?

dialogue

- A. Háí-sh bi-naaltsoos?
 B. T'áá shí shi-naaltsoos.

Use Phaselistening for comprehension

- A. Nléí ha'át'íí-sh á.t'é?
 B. Chidí á.t'é.
 A. Háí-sh bichidí?
 B. Kíi bichidí.

appropriate response

1. Ha'át'íí-sh á.t'é, ní?
 2. Háí-sh bichidí?

listening for comprehension

- A. Kíi-sh bichidí?
 B. Ou' bichidí á.t'é.
 A. Chidí-sh naa.lnish?
 B. Doo naa.lnish da.

appropriate response

1. Háí-sh bichidí?
 2. Chidí-sh naa.lnish?

restaging

Combine the two comprehension dialogues. Also, complete the last dialogue.

directed discourse (chain drill)

- A. Ha'át'íí-sh á.t'é?
 B. Naaltsoos á.t'é.
 A. Háí-sh binaaltsoos?
 B. Doo shí bééhózin da.
 B. Háí-sh binaaltsoos?
 C. T'áá shí shi-naaltsoos.
 B. T'áá shí shi-naaltsoos, ní.
-

Cycle 15

Manipulation Phasemodel

Shichidí ádin.

I haven't a car.

substitution

ni

Nichidí ádin.

bí

Bichidí ádin.

nihí

Nihichidí ádin.

shí

Shichidí ádin.

nihí

Nihichidí ádin.

substitution

chidí

Shichidí ádin.

naaltsoos

Shinaaltsoos ádin.

bee ak'e'elchíhí

Shibee ak'e'elchíhí ádin.

béeso

Shibéeso ádin.

éé'tsoh (coat)

She'éé'tsoh ádin.

variable slot substitution

Shichidí ádin.

Shinaaltsoos ádin.

Binaaltsoos ádin.

Binaaltsoos á.t'é.

Nihinaaltsoos á.t'é.

Nihe'éé'tsoh á.t'é.

Nihichidí ádin.

Shichidí ádin.

model

Da' nichidí hóló?

Do you have a car?

TO THE STUDENT: Da' is another way to indicate a question. It is always a 'yes' or 'no' question.

substitution

bee na'ach'ahí
 gídí
 mósí
 dibé (sheep)
 kin

Da' nibee na'ach'ahí hóló?
 Da' nigídí hóló?
 Da' nimósí hóló?
 Da' nidibé hóló?
 Da' kin hóló?

dialogue

- A. Da' nichidí hóló?
 B. Shichidí ádin.

Use Phaselistening for comprehension

- A. Nléí haa-sh wo.lyé?
 B. Éé'tsoh wo.lyé.
 A. Háí-sh be'ée'tsoh?
 B. Kíí bí, da' ne'ée'tsoh hóló?
 A. She'ée'tsoh ádin.

appropriate response

1. Nléí haa-sh wo.lyé?
 2. Háí-sh bí?
 3. Da' be'ée'tsoh hóló?

directed discourse

Nabídíkid: Háí-sh binaaltsoos?
 Bichidí-sh hóló?
 Da' bimósí hóló?
 Nléí-sh bibee ak'e'elchíhí?
 Da' (name) kóó naa.ghá?
 Da' (name) kóó naa.ghá?

- - - - -

Cycle 16

Manipulation Phasemodel

Da' shí?

Who me?

substitution

shí

Da' shí?

nihí

Da' nihí?

ni

Da' ni?

George

Da' George?

nihí

Da' nihí?

pattern response

Ni

Da' shí?

Nihí

Da' nihí?

Shí

Da' ni?

Nihí

Da' nihí?

George

Da' George?

translation

(Who) me?

Da' shí?

(Who) us-all?

Da' nihí?

(Who) you?

Da' ni?

(Who) George?

Da' George?

(Who) you-all?

Da' nihí?

dialogue

A. Kóó naa.ghá.

B. Da' George?

A. Dooda, Kíi.

model

Shi-dó'.

Me too.

TO THE STUDENT: -dó' means 'too,' 'also.'point and say

nihi-dó'

shi-dó'

ni-dó'

nihi-dó'

nagháí-dó' (that one)

ńléí-dó'

díí-dó' (this one)

TO THE STUDENT: ńléí means 'yonder one.' nagháí means 'that one, those' that are closer. díí means 'this one' closest to speaker.model

Ni-sha'?

How about me?

TO THE STUDENT: -sha' means 'how about,' 'what about.'point and say

shi-sha'?

nihi-sha'?

ni-sha'?

Kíi-sha'?

nihi-sha'?

Baa'-sha'?

nagháí-sha'?

ńléí-sha'?

díí-sha'?

pattern response

Shi-sha'?	Ni-dó'.
Baa'-sha'?	Baa'-dó'.
Nihi-sha'?	Nihi-dó'.
Ni-sha'?	Shi-dó'.
Nihi-sha'?	Nihi-dó'.
Kíi-sha'?	Kíi-dó'.
Nléí-sha'?	Nléí-dó'.
Nagháí-sha'?	Nagháí-dó'.
Díí-sha'?	Díí-dó'.

Use Phaselistening for comprehension

- A. Háí-sh bichidí?
 B. T'áá shí shichidí. Ni-sha' da' nichidí hóló?
 A. Shichidí ádin. Nagháí-sha'?
 B. Nagháí-dó' bichidí ádin.

appropriate response

1. Háí-sh bichidí?
 2. Da' bichidí hóló?
 3. Nagháí-sha'?

restaging

Act out the dialogue. Make some changes in the dialogue.

directed discourse (chain drill)

- A. (Name) binaaltsoos hóló.
 B. Shi-dó' shinaaltsoos hóló, nihí-sha'?
 C. Da' nihí?
 B. Ou' nihí.
 C. Nihinaaltsoos ádin.
-

Cycle 17

Manipulation Phasemodel

Táá' shi-nááhai.

I am three years (old).

substitution

naaki (two)
 táá' (three)
 díí' (four)
 ashdlá' (five)
 hastáágh (six)
 tsosts'id (seven)

Naaki shi-nááhai.
 Táá' shi-nááhai.
 Díí' shi-nááhai.
 Ashdlá' shi-nááhai.
 Hastáágh shi-nááhai.
 Tsosts'id shi-nááhai.

naakits'áadah (twelve)
 tááts'áadah (thirteen)
 díí'ts'áadah (fourteen)
 ashdlá'áadah (fifteen)
 hastáágháadah (sixteen)
 tsosts'id áadah (seventeen)

Naakits'áadah shi-nááhai.
 Tááts'áadah shi-nááhai.
 Díí'ts'áadah shi-nááhai.
 Ashdlá'áadah shi-nááhai.
 Hastáágháadah shi-nááhai.
 Tsosts'id áadah shi-nááhai.

naadiin (twenty)
 naadiin naaki (twenty-two)
 naadiin táá' (twenty-three)
 naadiin díí' (twenty-four)
 naadiin ashdlá' (twenty-five)
 naadiin hastáágh (twenty-six)
 naadiin tsosts'id (twenty-seven)

Naadiin shi-nááhai.
 Naadiin naaki shi-nááhai.
 Naadiin táá' shi-nááhai.
 Naadiin díí' shi-nááhai.
 Naadiin ashdlá' shi-nááhai.
 Naadiin hastáágh shi-nááhai.
 Naadiin tsosts'id shi-nááhai.

model

Díkwíí-sh ni-nááhai?

How old are you?

substitution

bi-	Díkwíí-sh bi-nááhai?
ni-	Díkwíí-sh ni-nááhai?
nihi-	Díkwíí-sh nihi-nááhai?
shi-	Díkwíí-sh shi-nááhai?
nihi-	Díkwíí-sh nihi-nááhai?

dialogue

A. Díkwíí-sh ni-nááhai?

B. Táá' shi-nááhai.

Use Phaselistening for comprehension

Kíi naakits'áadah binááhai. Ch'ínlíí-déé' naa.ghá. Doo naa.lnish da.
Hooghan-di naa.ghá. Binaaltsoos hóló. 'Ó.łta'.

appropriate response

1. Kíi díkwíí-sh binááhai?
2. Ha'át'íí-sh doo yaa naa.gháa da?
3. Háá-déé'-sh naa.ghá?
4. Háa-di-sh naa.ghá?
5. Da' binaaltsoos hóló?
6. Ha'át'íí-sh yaa naa.ghá?

retelling

Retell the story as if you were the one talking. Change all the information you can.

directed discourse

Nabídíłkid: Díkwíí-sh bi-nááhai?
Díkwíí-sh shi-nááhai?
Díkwíí-sh ni-nááhai?
Naghái díkwíí-sh bi-nááhai?
Nléí díkwíí-sh bi-nááhai?
Nléí haa-sh wo.lyé?
Naghái haa-sh wo.lyé?

directed discourse (chain drill)

- A. Ha'át'íí-sh á.t'é?
 B. (Thing) á.t'é.
 A. Háí-sh bi(thing)?
 C. Nagháí bi(thing).
 B. Nagháí haa-sh wo.lyé?
 A. (Name) wo.lyé.
 B. Díkwíí-sh binááhai?
 C. Ashdla'áadah shi-nááhai, ní.
- - - - -

Cycle 18

Manipulation Phasemodel

Naat'áanii Nééz-di shi'dizhchí. I was born in Shiprock.
--

substitution

Naat'áanii Nééz-di
 hooghan-di
 Na'ázhoozhí-di
 Arizona-di
 Tséch'ízhí-di (Rough Rock)

Naat'áanii Nééz-di shi'dizhchí.
 Hooghan-di shi'dizhchí.
 Na'ázhoozhí-di shi'dizhchí.
 Arizona-di shi'dizhchí.
 Tséch'ízhí-di shi'dizhchí.

point and say

Tséch'ízhí-di nihi'dizhchí.
 Tséch'ízhí-di bi'dizhchí.
 Tséch'ízhí-di shi'dizhchí.
 Tséch'ízhí-di ni'dizhchí.
 Tséch'ízhí-di nihi'dizhchí.

model

Háa-di-sh ni'dizhchí?

Where were you born?

point and say

Háa-di-sh bi'dizhchí?

Háa-di-sh ni'dizhchí?

Háa-di-sh nihi'dizhchí?

point and ask

Nagháí háa-di-sh bi'dizhchí?

Nléí háa-di-sh bi'dizhchí?

Díí háa-di-sh bi'dizhchí?

George-sha' háa-di-sh bi'dizhchí?

Nagháí-sha' háa-di-sh bi'dizhchí?

Díí-sha' háa-di-sh bi'dizhchí?

Nléí-sha' háa-di-sh bi'dizhchí?

dialogue

A. Háa-di-sh ni'dizhchí?

B. Naat'áanii Nééz-di shi'dizhchí?

Use Phaselistening for comprehension

Kíi Na'ńzhoozhí-di bi'dizhchí. Window Rock-déé' naa.ghá. Naakits'áadah
 binááhai. Tséch'ízhí-di naa.ghá. 'Ó.łta'.

appropriate response

1. Háa-di-sh bi'dizhchí?
2. Háá-déé' naa.ghá?
3. Díkwíí-sh binááhai?
4. Háa-di-sh naa.ghá?
5. Ha'át'íí-sh yaa naa.ghá?

appropriate response

Retell the story. Change the information.

directed discourse

Nabídíkid: Háa-di-sh (name) naa.ghá?
 Háa-déé'-sh (name) naa.ghá?
 (Name) díkwíí-sh binááhai?
 (Name) ha'át'íí-sh yaa naa.ghá?
 Da' (name) 'ó.łta'?
 Nagháí haa-sh wo.lyé?

Cycle 19

Manipulation Phasemodel

Ŋléi-di sha.ghan. (shi.ghan.)

My home is over there.

TO THE STUDENT: ŋléi-di, 'over that way', points out the location of your home.

substitution

ŋléi-jí (in that specific direction)
 ŋláh-jí (in that general direction)
 ŋláh-di (in that general location)
 ŋléi-di
 ŋláh-di
 ŋléi-jí
 ŋláh-jí

Ŋléi-jí baghan.
 Ŋláh-jí baghan.
 Ŋláh-di baghan.
 Ŋléi-di baghan.
 Ŋláh-di baghan.
 Ŋléi-jí baghan.
 Ŋláh-jí baghan.

substitution

na.ghan (ni.ghan)
 ba.ghan (bi.ghan)
 nihi.ghan
 sha.ghan (shi.ghan)

Ŋléi-di na.ghan.
 Ŋléi-di ba.ghan.
 Ŋléi-di nihi.ghan.
 Ŋléi-di sha.ghan.

variable slot substitution

Nléi-jí sha.ghan.
 Nléi-di na.ghan.
 Nléi-di ni'dizhchí.
 Nléi-di bi'dizhchí.
 Nléi-di sha.ghan.
 Nléi-jí ba.ghan.
 Nléi-jí sha.ghan.
 Nláh-jí sha.ghan.
 Nláh-di sha.ghan.
 Nláh-di na.ghan.
 Nléi-di na.ghan.
 Nléi-jí na.ghan.
 Nléi-jí ba.ghan.

repetition-substitution

Nléi dził bitsii-di sha.ghan.
 Nléi dził woshch'ish-di sha.ghan.
 Nléi dził bilááh-di sha.ghan.
 Nléi dził hók'áa-di sha.ghan.

at the foot of the hill, mountain
 this side of the hill, mountain
 beyond the hill, mountain
 on top of the hill, mountain

model

Háa-di-sh na.ghan? (ni.ghan)

Where is your home?

substitution

ba.ghan
 na.ghan
 nihi.ghan
 Kíi ba.ghan
 Sali ba.ghan

Háa-di-sh ba.ghan?
 Háa-di-sh na.ghan?
 Háa-di-sh nihi.ghan?
 Háa-di-sh Kíi ba.ghan?
 Háa-di-sh Sali ba.ghan?

substitution

nléi-jí-sh
 nléi-di-sh
 nlah-jí-sh
 nlah-di-sh
 nléi dził bitsii-di-sh
 nléi dził woshch'ish-di-sh
 nléi dził bilááh-di-sh
 nléi dził hók'áa-di-sh

Nléi-jí-sh ba.ghan?
 Nléi-di-sh ba.ghan?
 Nláh-jí-sh ba.ghan?
 Nláh-di-sh ba.ghan?
 Nléi dził bitsii-di-sh ba.ghan?
 Nléi dził bitsii-di-sh ba.ghan?
 Nléi dził bilááh-di-sh ba.ghan?
 Nléi dził hók'áa-di-sh ba.ghan?

dialogue

- A. Haa-di-sh na.ghan?
 B. Nléi-di sha.ghan.

Use Phaselistening for comprehension

- A. Díí háí-sh ba.ghan?
 B. Kíi ba.ghan.
 A. Kóó-sh naa.ghá?
 B. Dooda, kóó doo naa.gháa da.
 A. Haa-di-sh naa.ghá?
 B. Nléi Sali ba.ghan-di naa.ghá.

appropriate questioning

Nabídílkid: Háí-sh ba.ghan?
 Kíi-sh kóó naa.ghá?
 Haa-di-sh naa.ghá?

listening for comprehension

- A. Ha'át'íí-sh á.t'é?
 B. Chidí á.t'é.
 A. Háí-sh bichidí?
 B. Nagháí bichidí.
 A. Nagháí haa-sh wo.lyé?
 B. Kíi wo.lyé.
 A. Haa-di-sh ba.ghan?
 B. Nléi dził woshch'ish-di ba.ghan.

appropriate questioning

1. Ha'át'íí-sh á.t'é, ní?
2. Háí-sh bichidí?
3. Nagháí haa-sh wo.lyé?
4. Haa-di Kíi ba.ghan?

restaging

Combine the two comprehension dialogues into one dialogue. Change as many informational items as possible.

- - - - -

Cycle 20

Manipulation Phasemodel

Áa-di nihighan leh.

We usually stay there.

repetition

Áa-di nihighan leh.

Áa-di naa.ghá.

Áa-di shaghan leh.

Áa-di 'ó.łta'.

Áa-di naa.lnish.

Áa-di naghan leh.

substitution

kwe'é (right here)

ńláh-di

kóó

ńléi-di

ńléi-jí

ńláh-jí

áa-di

áa-jí

ńléi-di

Kwe'é nihighan leh.

ńláh-di nihighan leh.

Kóó nihighan leh.

ńléi-di nihighan leh.

ńléi-jí nihighan leh.

ńláh-jí nihighan leh.

Áa-di nihighan leh.

Áa-jí nihighan leh.

ńléi-di nihighan leh.

variable slot substitution

Kwe'é naa.ghá leh.

Kwe'é 'ó.łta' leh.

Áa-di 'ó.łta' leh.

Áa-di naa.lnish leh.

Áa-di sha.ghan leh.

ńléi-di sha.ghan leh.

ńláh-jí sha.ghan leh.

ńláh-jí naa.ghá leh.

Kwe'é naa.ghá leh.

dialogue

- A. Naat'áanii Nééz-di-sh nihighan leh?
- B. Ou' áa-di nihighan leh.

dialogue for an interview about one's mother

1. Nimá haa-sh wo.lyé?
2. Háa-di-sh bi'dizhchí?
3. Díkwíí-sh binááhai?
4. Háa-di-sh ba.ghan?
5. Háa-di-sh naa.lnish?

Interview class members.

Use Phaselistening for comprehension

Shimá naadiin tsosts'id binááhai. Kóó bi'dizhchí. Ch'ínlíí-di naa.ghá.
Áa-di dził bitsii-di ba.ghan.

appropriate response

1. Bimá díkwíí-sh binááhai?
2. Háa-di-sh bi'dizhchí?
3. Háa-di-sh naa.ghá?
4. Háa-di-sh bághan?

appropriate response

1. Háa-di-sh ba.ghan?
 2. Díkwíí-sh ninááhai?
 3. Da' kwe'é-sh na.ghan?
 4. Háí-sh binaaltsoos?
 5. Háí-di-sh na.ghan?
 6. Háa-di-sh ni'dizhchí?
 7. Da' hooghan-di-sh ni'dizhchí?
-

Unit ThreeREVIEW STAGELooking Back

- A. Nléí ha'át'íí-sh á.t'é? What is that (over there)?
 B. Naaltsoos á.t'é. It is a book.
 A. Háí-sh binaaltsoos? Whose book is it?
 B. Doo shí bée'hózin da. Doo shí da. I don't know. It is not mine.

- A. Haa-sh wo.lyé? What is his name?
 B. Kíí wo.lyé. His name is Kee.
 A. Da' bichidí hóló? Does he have a car?
 B. Bichidí ádin. He doesn't have a car.

- A. Háa-di-sh nihighan leh. Where do you usually live?
 B. Da' nihí? Who, us?
 A. Ou', nihí. Yeah, you.

- A. Díkwíí-sh ni.nááhai? How old are you?
 B. Naadiin shi-nááhai, ni-shá'? I am twenty, how about you?
 A. Shi-dó' naadiin shi-nááhai. Me too, I am twenty.

- | | |
|-------------------------------------|---|
| A. Ha'át'íí-sh á.t'é? | What is it? |
| B. Chidí á.t'é. | It is a car. |
| A. Háí-sh bichidí? | Whose car is it? |
| B. Nagháí bichidí. | It is that one's car. |
| A. Nagháí haa-sh wo.lyé? | What is that one called? |
| B. Kíi wo.lyé. | He is called Kee. |
| A. Háa-di-sh ba.ghan? | Where does he live? |
| B. Nléi dził woshch'ish-di ba.ghan. | He lives over there on this side of the hill. |

- | | |
|--------------------------------|---------------------------|
| A. Mary Tséch'ízhí-di naa.ghá. | Mary is at Rough Rock. |
| B. Ha'át'íí-sh yaa naa.ghá? | What is she doing? |
| A. Naa.lnish. | She's working. |
| B. Ha'át'íí-sh ní? | What did he say? |
| C. Naa.lnish, ní. | He says, "She's working." |

- | | |
|---------------------------------|----------------------------------|
| A. Nléi haa-sh wo.lyé? | What is that over there called? |
| B. Éé'tsoh wo.lyé. | It is called a coat. |
| A. Háí-sh be'éé'tsoh? | Whose coat is it? |
| B. Kíi bí, da' ne'éé'tsoh hóló? | It is Kee's. Do you have a coat? |
| A. She'éé'tsoh ádin. | I don't have a coat. |

Unit Four

PREPARATION STAGEProgramintroduction

You know that in English, sounds in different positions are modified, dropped, or replaced by other sounds. For example, in the speech of many Americans, the normal conversational rendition of as your contains a consonant sound which is neither the z sound of as nor the y sound of your, but an amalgam of the two. The result sounds very much like the word azure.

A different level of sound change is observed in the final consonant of words such as the following when these are derived into abstract nouns by the addition of a suffix, usually spelled ion. (Don't let the spelling confuse your hearing.)

permit	permission
convert	conversion
object	objection
tense	tension
perverse	perversion
decide	decision
intrude	intrusion

Since you learned English as a child, these phenomena seem natural. To a foreigner attempting to learn English, however, the sound changes which occur in English words and word parts are a most difficult barrier.

For the American, one of the major difficulties in Navaho is the morphophonemic system or the system of sound changes which words or word parts undergo in different environments. Most people who have attempted to learn Navaho have not succeeded very well, in part because they failed to learn the morphophonemic system.

In fact, because that system is not at all apparent on the surface level, most people have not even been aware of its existence, with the result that the language seems to be an impossible tangle of unrelatable forms.

The fact is that Navaho, like all other languages, is highly systematic; its morphophonemic system, though it may appear chaotic before one learns its intricacies, is highly systematic and regular. After one learns the morphophonemic system, the language becomes transparent.

Beginning in Unit 4, the programs present the morphophonemic system, showing by means of 'rules' that show the result of the change (modification, loss, or replacement) of one or more sounds in a specified phonetic or grammatical environment. The morphophonemic 'rules' have the form, for example:

modification:

sh + ts → sts	<u>diists'a</u>	'I understand it.'
oh + l → ohl	<u>nohl</u>	'you (2) are'

loss:

sh + ɬ → sh	<u>'ifinishta'</u>	'I study'
sh + gh → sh	<u>'adeeshif</u>	'I will eat'

replacement:

d + yɛ → dɛ	<u>'iidɛ</u>	'I eat'
a + o → aa	<u>naaɫnish</u>	'you (2) work'

grammatical points

he's working

1. What does naa.lnish mean?
2. 'He's working' is a statement about someone who is neither the speaker nor the person addressed. It is called a third-person form.
3. The form na.ni.lnish means 'you're working.' It is a statement about the person addressed. It is called a second-person form.
4. Write and say the second-person form, 'you're working.' _____

na.ni.lnish

- the same as
- naa.sh.nish
- 1
- naa.sh.nish
- yes
- are
- before
- no
5. The prefix -ni- indicates second-person singular 'you'.
 6. Notice that -ni- is (the same as/different from) the pronoun ni.
 7. The form naa.sh.nish means 'I'm working.' It is called a first-person form. Write and say the first-person form, 'I'm working.' _____
 8. The prefix -sh- indicates first-person singular 'I'. Notice that -sh- is similar to the pronoun shí.
 9. What consonant sound in naa.lnish and na.ni.lnish is missing in naa.sh.nish?
 10. Navaho does not allow three consonants to occur together. Therefore what would be naa.sh.lnish is reduced to _____. This process of dropping one of two or more consonants in a cluster is a frequent phenomenon in Navaho.
 11. Do -sh- and -ni- fill the same slot in the verb?
 12. -sh- and -ni- are members of the same slot class. That means they cannot both occur together. They (are/are not) mutually exclusive.
 13. Naa.sh.nish and na.ni.lnish are both composed of three parts, a stem, a person prefix, and another prefix. -sh- and -ni- are person prefixes. They occur (before/after) the stem.
 14. The other prefix na or (naa in 1st and 3rd person) occurs before the person prefix.
 15. Something seems to be missing from the form naa.lnish. Is there a 3rd person prefix to match -sh- and -ni-?

16. We will identify the 'soundless form' of the third-person prefix by the symbol ϕ which we call a zero form.
17. The 3rd person form can be represented in the following way, showing its three parts, even though one part has no sound value.

na. ϕ .lnish 'he's working'

18. There is a 'rule' to help you remember the singular prefixes:

na + sh → naash

na + ni → nani

na + ϕ → naa

The forms to the right of the arrow in they rule are the result forms or real forms.

19. Write the formula for 'I, you, and he' with a na prefix.

na + sh → naash

na + ni → nani

na + ϕ → naa

'He walks around, about.'

ghá

naa

20. What does naa.ghá mean?

21. Write the stem of naa.ghá. _____

22. Now write the prefix of naa.ghá.

23. Compare:

(a) naa.ghá 'he walks around'

(b) naa.lnish 'he works'

are

24. The prefixes (are/are not) the same.

25. Write the person prefixes for 1st, 2nd, and 3rd person.

sh

ni

∅

26. Now write the rules for the combination of the prefix na and the three person markers.

na + sh → naash

na + ni → nani

na + ∅ → naa

27. Write the result of the rules in 26 before the stem ghá.

naash.ghá

nani.ghá

naa.ghá

28. Now observe another consonant cluster reduction: the expected form naash.ghá becomes naashá. The rule is:

sh + gh → sh

29. Write the rule that explains naash.ghá becoming naashá.

sh + gh → sh

30. Naashá means 'I walk, go around, about.'

31. Now observe another phenomenon, the replacement of one consonant by a different consonant in a given environment. Nani.ghá becomes naniná. The rule is:

ni + gh → nin

32. Write the rule for nani.ghá becoming naniná.

ni + gh → nin

33. Naniná means 'you walk, go around, about.'

34. Now write the real forms for,

naashá

'I go around' _____

naniná

'you go around' _____

naaghá

'he goes around' _____

35. Compare:

Áa-di naashnish dooleeł. 'I will be working there.'

Áa-di naashnish. 'I work there.'

Áa-di naashnish ńt'ée'. 'I was working there.'

36. Dooleeł is a future indicator. It is added to a 'present tense' form of the verb to indicate future time. What does dooleeł indicate?

future time

37. Make naa.ghá and naa.lnish future tense.

naa.gháá dooleeł

naa.lnish dooleeł

past time

38. Nt'ée' is a past indicator. It is added to a 'present tense' form of the verb to indicate past time. What does nt'ée' indicate?

naa.gháá nt'ée'

naa.lnish nt'ée'

39. Make naa.ghá and naa.lnish past tense.

40. Compare:

Wááshindoon bá naa.sh.nish.	'I work for the government'.
Wááshindoon yá naa.lnish.	'He works for the government.'

Ha'át'íí-sh baa naniná?	'What are you doing?'
Ha'át'íí-sh yaa naa.ghá?	'What is he doing?'

Béeso bik'é naa.sh.nish.	'I work for money.'
Béeso yik'é naa.lnish.	'He works for money.'

41. The postpositions ya, yaa, yik'é correlate with 3rd person subjects; bá, baa, and bik'é correlate with non-3rd person subjects.

42. Whether it is bá or yá, baa or yaa, bik'é or yik'é the meaning is not changed. The correlation of these with the subject person is purely a matter of grammar.

43. Which is correct and why?

- (a) Wááshindoon bá naa.lnish.
(b) Wááshindoon yá naa.lnish.

b because naa.lnish indicates a 3rd person subject; therefore yá, not bá, is required.

44. Which is correct and why?

- (a) Béeso bik'é naa.sh.nish.
(b) Béeso yik'é naa.sh.nish.

a because naa.sh.nish
indicates a 1st person
subject; therefore bik'é
not yik'é, is required.

45. Which is correct and why?

- (a) Doo baa naa.sh.áa da. 'I don't do
anything'.
(b) Doo yaa naa.sh.áa da. 'I don't do
anything.'

a because naa.sh.á
indicates a 1st person subject;
therefore baa, not yaa is
required.

46. Which is correct and why?

- (a) Ha'át'íí-sh baa naa.ghá?
(b) Ha'át'íí-sh yaa naa.ghá?

b because naa.ghá
indicates a 3rd person subject;
therefore yaa, not baa
is required.

3rd person subject

47. Yá, yaa, yik'é correlate with a (3rd
person subject/ non-3rd person subject).

Summary

PREFIXATION:

The singular person markers are:

-sh-	1st person
-ni-	2nd person
-∅-	3rd person

They are placed before the stem.

naashnish	'I work'
nanilnish	'you work'
naalnish	'he works'

There are three rules that show how a prefix can be added to the person markers.

na + sh → naash

na + ni → nani

na + ∅ → naa

SOUND CHANGES BECAUSE OF PREFIXATION:

If the stem consonant is gh-, it will change its shape according to the following rules:

-sh- + gh → -sh- naashá

-ni- + gh → -nin- naniná

POSTPOSITIONS:

Postpositions change the consonant b, as in bá, to y as in yá when the subject is 3rd person.

Wááshindoon bá naa.sh.nish. I work for the government.

Wááshindoon yá naa.lnish. He works for the government.

Doo baa na.ni.náa da. You aren't doing anything.

Doo yaa naa.gháa da. He isn't doing anything.

Written Exercises

1. Translate into Navaho:

He works.

You go around.

I work.

You work.

He goes around.

I go around.

2. Add doolee to the Navaho sentences in Number 1. Then translate them into English. The first one is done for you.

Naa.ghá doolee.

He will work.

3. Add ít'ée' to the Navaho sentences in Number 1. Then translate them into English.

4. (a) Put bá or yá in the blanks:

Diné _____ na.ni.lnish.

Mary _____ naa.lnish.

Wááshindoon _____ naa.sh.nish.

Kíi _____ naa.lnish.

Kíi _____ na.ni.lnish.

(b) Put baa or yaa in the blanks:

Ha'át'íí-sh _____ naa.ghá?

Doo _____ naa.sháa da.

Kíi ha'át'íí-sh _____ naa.ghá?

Doo _____ naa.gháa da.

Ha'át'íí-sh _____ naa.ghá?

Mary, ha'át'íí-sh _____ na.ni.ná?

(c) Put bik'é or yik'é in the blanks:

Ha'át'íí-sh _____ naa.lnish?

Béeso _____ na.ni.lnish.

Ch'iyáán _____ naa.lnish.

Ha'át'íí-sh _____ naa.sh.nish?

T'óó 'ahayóí béeso _____ naa.lnish.

Listening In

- A. Háa-di-sh na.ni.náá dooleel?
- B. Naat'áanii Nééz-di naa.sháá dooleel.
- A. Áa-di-sh na.ni.lnish dooleel?
- B. Ou' áa-di naa.sh.nish dooleel.

- A. Ha'át'íí-sh baa na.ni.ná?
- B. Ólta' bá naa.sh.nish.
- A. Háa-déé'-sh na.ni.ná?
- B. Tségháhoodzání-déé' naa.shá.
- A. Tségháhoodzání-déé' na.ni.náá nt'ée' ya'?
- B. 'Alk'idáá' áa-déé' naa.sháá nt'ée'.
- A. Haa nízaad-jí' áa-di na.ni.náá nt'ée'?
- B. Naaki náahai-jí' áa-di naa.sháá nt'ée'.

Memorization

- A. Háá-dǵǵ' Naat'áanii Nééz-di naa.gháá nt'ǵǵ'?
- B. 'Alk'idǵǵ' áa-di naa.gháá nt'ǵǵ'.
- A. Haa nízaad-jǵ' áa-di naa.gháá nt'ǵǵ'?
- B. Táá' nááhai-jǵ' áa-di naa.gháá nt'ǵǵ'?

- A. Háá-dǵǵ'-sh na.ni.ná?
- B. Tségháhoodzání-dǵǵ' naa.ghá.
- A. Ni-shǵ'?
- C. Shí éiyá ko-dǵǵ' naa.sha.

Looking AheadVocabularyimmediate use

naa.sh.á	I walk around.
naa.sh.nish	I work
dooleel	it will become
na.ni.ná	you walk around
na.ni.lnish	you work
ólta'	school
t'óó	just

sé.dá	I am sitting
'íí.ní.sh.ta'	I am studying
doo baa naa.sh.áa da	I'm not doing anything
'aɬk'idáá'	a long time ago
nt'ée'	in the past
-ji'	to, up to, as far as

anticipated use

yá.ɬti'	he talks, speaks
yá.sh.ti'	I speak, talk
yá.ní.ɬti'	you talk, speak
yi.dii.ts'a'	he speaks, hears (understands)
dii.s.ts'a'	I speak, hear (understand)

di.ni.ts'a'

you speak, hear (understand)

Listening for Study

- | | |
|--|---------------------------|
| A. Diné-sh di.ni.ts'a'? | Do you understand Navaho? |
| B. Yááh? | What? |
| A. Dinék'eh-jí-sh yá.ní.łti'? | Do you speak Navaho? |
| B. Ou' Dinék'eh-jí yá.sh.ti'. | Yes, I speak Navaho. |
| ----- | |
| A. Yíizíh. | Stand up. |
| B. Yááh? | What? |
| A. Diné-sh di.ni.ts'a'? | Do you understand Navaho? |
| B. Ou' diné dii.s.ts'a'. | Yes, I understand Navaho. |
| A. Hágo. | Come here. |
| ----- | |
| A. Haa-sh yí.ní.lyé? | What are you called? |
| B. John yí.ní.sh.yé. | I am called John. |
| A. Háa-di-sh 'íí.ní.łta'? | Where do you study? |
| B. Na'ńzhoozhí-di 'íí.ní.sh.ta'. | I study at Gallup. |
| A. Bilagáana bizaad-ísh baa
'íí.ní.łta'? | Do you study English? |
| B. Dooda, diné bahane' baa
'íí.ní.sh.ta'. | No, I study Navaho tales. |

- | | | |
|----|--|--|
| A. | Ha'át'íí-sh baa na.ni.ná? | What do you do? |
| B. | Ólta' bá naa.sh.nish. | I work for the school. |
| A. | Háá-déé'-sh na.ni.ná? | Where are you from? |
| B. | Tségháhoodzání-déé' naa.shá? | I am from Window Rock. |
| A. | Tségháhoodzání-déé' na.ni.náá
ńt'éé' ya'? | Then you were from Window Rock, right? |
| B. | 'Alk'idáá' áa-déé' naa.sh.áá
ńt'éé'. | A long time ago, I was from there. |

Survival Expressions

expressions needed for classroom operation

bidiní	say (1) it to him
dabidohní	you (3) say it to him
shidiní	say (1) it to me
dashidohní	say (3) it to me
dishní	I say, am saying

model

Diné jiniih.

Navaho is said, 'diné.'

substitution

diné
hastiin
asdzáán
shimá (my mother)
shizhé'é (my father)

Diné jiniih.
Hastiin jiniih.
Asdzáán jiniih.
Shimá jiniih.
Shizhé'é jiniih.

model

Navaho, háít'ée-go-sh ájinnih?	How does one say, Navaho?
--------------------------------	---------------------------

dialogue

A. Navaho, háít'ée-go-sh ájinnih?

B. Diné, jinnih.

find out how to say

I don't know.

I don't understand.

Let's go.

Let's eat.

model

T'áá diné ni.sh.ł́.	I am a Navaho.
---------------------	----------------

substitution

naakaii diné'é (Mexican clan)

tábąąhí (water's edge clan)

áshį́į́hí (salt clan)

tl'izilání (many goats clan)

tódich'ii'nii (bitter water clan)

Naakaii diné'é ni.sh.ł́.

Tábąąhí ni.sh.ł́.

Áshį́į́hí ni.sh.ł́.

Tl'izilání ni.sh.ł́.

Tódich'ii'nii ni.sh.ł́.

model

Ha'át'íí-sh ní.ł́?	What are you? (clan)
--------------------	----------------------

substitution

naakaii diné'é-sh
 tábaahí-sh
 áshííhí-sh
 tł'iziláńí-sh
 tódich'ii'nii

Naakaii diné'é-sh ní.łí?
 Tábaahí-sh ní.łí?
 Áshííhí-sh ní.łí?
 Tł'iziláńí-sh ní.łí?
 Tódich'ii'nii-sh ní.łí?

model

Naakaii diné'é ní.łí.

He is of the Mexican Clan.

substitution

t'áá diné
 áshííhí
 tábaahí

T'áá diné ní.łí.
 Áshííhí ní.łí.
 Tábaahí ní.łí.

Use Phaselistening for comprehension

Hastiin nishłí. T'áá diné nishłí. Shimá áshííhí ní.łí. Shi-dó'
 áshííhí nishłí. Shizhe'é tábaahí ní.łí. Shí doo tábaahí nishłí da.

Unit Four

CORE STAGE

Cycle 21

Manipulation Phasemodel

Naat'áanii Nééz-di naa.sh.áá (naa.sh.ghá) dooleel.

I will be at Shiprock.

Naat'áanii Nééz-di naa.sh.nish (naa.sh.lnish) dooleel.

I will work at Shiprock.

TO THE STUDENT: dooleel, 'it will become' is suffixed to present tense verbs. It makes the verb future. -sh-, 'I', is the 1st person marker.

substitution

Naat'áanii Nééz-di
kóó
Ch'ínlíí-di
Kíi ba.ghan-di
Tséch'ízhí-di
Naat'áanii Nééz-di

Naat'áanii Nééz-di naa.sh.áá dooleel.
Kóó naa.sh.áá dooleel.
Ch'ínlíí-di naa.sh.áá dooleel.
Kíi ba.ghan-di naa.sh.áá dooleel.
Tséch'ízhí-di naa.sh.áá dooleel.
Naat'áanii Nééz-di naa.sh.áá dooleel.

substitution

Naat'áanii Nééz-di
kwe'é
Hoozdoh (Phoenix)
ńléi-di
áa-di
hooghan-di

Naat'áanii Nééz-di naa.sh.nish.
Kwe'é-di naa.sh.nish.
Hoozdoh-di naa.sh.nish.
ńléi-di naa.sh.nish.
Áa-di naa.sh.nish.
Hooghan-di naa.sh.nish.

variable slot substitution

Ch'ínlǐí-di naa.sh.áá dooleeɬ.
 Ch'ínlǐí-di naa.sh.nish dooleeɬ.
Tséch'ízhí-di naa.sh.nish dooleeɬ.
Tséch'ízhí-di naa.gháá dooleeɬ.
Na'ńzhoozhí-di naa.gháá dooleeɬ.
Na'ńzhoozhí-di naa.sh.áá dooleeɬ.
Ch'ínlǐí-di naa.sh.áá dooleeɬ.
Ch'ínlǐí-di naa.sh.nish dooleeɬ.

model

Háa-di-sh na.ni.náá dooleeɬ? (na.ni.ghá)?

Where will you be?

Háa-di-sh na.ni.lnish dooleeɬ? (na.ni.lnish)

Where will you be working?

TO THE STUDENT: -ni-, 'you' is the second person marker.

variable slot substitution

Háa-di-sh na.ni.náá dooleeɬ?
 Háa-di-sh na.ni.lnish dooleeɬ?
Hooghan-di-sh na.ni.lnish dooleeɬ?
Hooghan-di-sh naa.gháá dooleeɬ?
Kǒǒ-sh naa.gháá dooleeɬ?
Kǒǒ-sh naa.lnish dooleeɬ?
Háa-di-sh naa.lnish dooleeɬ?
Háa-di-sh na.ni.lnish dooleeɬ?
Háa-di-sh na.ni.náá dooleeɬ?

Use Phaselistening for comprehension

- A. Háa-di-sh na.ghan?
- B. Nléi dziɬ hok'ǵǵ-di sha.ghan.
- A. Áa-di-sh na.ni.náá dooleeɬ?
- B. Ou' áa-di naa.sh.nish dooleeɬ.

appropriate response

1. Haa-di-sh ba.ghan?
2. Haa-di-sh naa.ghaa doolee?
3. Ha'at'íí-sh yaa naa.ghaa doolee?

listening for comprehension

- A. Kíi haa-di-sh naa.gha?
- B. Sha.ghan-di naa.ghaa doolee, ní.
- A. Áa-di-sh naa.gha?
- B. Dooda, naa.lnish.
- A. Haa-di-sh naa.lnish?

appropriate questioning

- Nabídíkid: 1. Kíi haa-di-sh naa.gha?
2. Kíi ha'at'íí ní?
3. Ha'at'íí-sh yaa naa.gha?

directed discourse

- Ábidiní: Haa-di-sh naa.ghaa doolee?
- Haa-di-sh naa.lnish doolee?
- Haa-di-sh ba.ghan doolee?
- Da' bi(thing) hóló?
- Háí-sh bi(thing)?
-

Cycle 22

Manipulation Phasemodel

Ólta' bá naa.sh.nish.

I am working for the school.

repetition

Doo baa naasháí da.

Béeso bik'é naa.sh.nish.

'íí.ní.sh.ta'.

T'óó sé.dá.

Yá.sh.ti'

Chidí bi.naa.sh.nish.

I am not doing anything.

I am working for money.

I am studying.

I am merely sitting.

I am talking.

I am working on the car.

substitution

Ólta'
 Wááshindoon
 Diné
 sodizin báhooghan (church)
 Hastiin Yázhí (Little Man)
 Asdzáán Yázhí (Little Woman)

Ólta' bá naa.sh.nish.
 Wááshindoon bá naa.sh.nish.
 Diné bá naa.sh.nish.
 Sodizin báhooghan bá naa.sh.nish.
 Hastiin Yázhí bá naa.sh.nish.
 Asdzáán Yázhí bá naa.sh.nish.

substitution

béeso bik'é
 ch'iyáán bik'é
 t'áájiik'é
 bááh (bread)

Béeso bik'é naa.sh.nish.
 Ch'iyáán bik'é naa.sh.nish.
 T'áájiik'é naa.sh.nish.
 Bááh bik'é naa.sh.nish.

model

Ha'át'íí-sh baa na.ni.ná?

What are you doing?

pattern response

Ha'át'íí-sh ^Abaa na.ni.ná?
 Ha'át'íí-sh baa na.ni.ná?
 Ha'át'íí-sh baa na.ni.ná?
 Ha'át'íí-sh baa na.ni.ná?

^BDoo baa naa.sháhi da.
 Doo baa naa.sháhi da.
 Doo baa naa.sháhi da.
 Doo baa naa.sháhi da.

^C'íí.ni.sh.ta' dooleeł.
 Yá.sh.ti' dooleeł.
 Naa.sh.nish dooleeł.
 Hastiin Yázhí bá
 naa.sh.nish dooleeł.
 Béeso bik'é naa.sh.nish
 dooleeł.
 T'óó sé.dáa dooleeł.

dialogue

A. Ha'át'íí-sh baa na.ni.ná.

B. Ólta' bá naa.sh.nish.

Use Phaselistening for comprehension

- A. Ha'át'íí-sh baa na.ni.ná?
 B. Doo baa naa.sh.áhí da.
 A. Doo baa na.ni.náá da ya'?
 B. Ou'.
 A. Kíi kóó-sh naa.ghá?
 B. Ou' kóó naa.ghá.
 A. Ha'át'íí-sh yaa naa.ghá?
 B. Naa.lnish.

appropriate response

1. Ha'át'íí-sh ní?
 2. Kíi háa-di-sh naa.ghá?
 3. Kóó-sh naa.ghá, ní?
 4. Ha'át'íí-sh yaa naa.ghá?

recapitulation

Explain briefly what has happened in the dialogue.

interpreting

1. Have (name) ask you what you do?
 2. Have (name) ask what (name) does?
 3. Have (name) ask (name) where (name) works.
 4. Have (name) ask (name) who he works for.
 5. Have (name) ask you how much money he works for.

Cycle 23

Manipulation Phasemodel

T'óó sé.dá.

I am just sitting.

Chidí bi-naa.sh.nish.

I am working on the car.

'íí.ní.sh.ta'.

I am studying.

Doo baa naa.sháhí da.

I am not doing anything.

repetition

T'óó sé.dá.

'íí.ní.sh.ta'.

Chidí bi-naa.sh.nish.

Doo baa naa.shá hí da.

I am just sitting.

I am studying.

I am working on the car.

I am not doing anything.

model

Ha'át'íí-sh baa na.ni.ná?

What are you doing?

pattern response with substitution

A. Ha'át'íí-sh baa na.ni.ná?

B. T'óó sé.dá.

A. Ni-sha'?

C. Doo sé.dáa da, 'íí.ní.sh.ta'.

(other answers for B. & C.)

B
'íí.ní.sh.ta'

naa.sh.nish

'íí.ní.sh.ta'

chidí bi-naa.sh.nish

chidí bi-naa.sh.nish

C
naa.sh.nish
t'óó sé.dá
doo baa naa.shá hí da
t'óó sé.dá
t'óó kóó naa.shádialogue

A. Ha'át'íí-sh baa na.ni.ná?

B. Doo baa naa.shá hí da. T'óó sé.dá.

Use Phaselistening for comprehensionAlk'idáá' diné bikéyah-di naa.sháá nt'ée'. Áa-di naa.sh.nish nt'ée'.
Diné bá naa.sh.nish.

appropriate response

1. Diné bikéyah-di naa.gháá nt'éé' ya'?
2. Ni-sha', áa-di na.ni.náá nt'éé'?
3. Da' áa-di na.ni.náá doolee?

appropriate response

1. Háá-déé' na.ni.ná?
2. Ha'át'íí-sh baa na.ni.ná?
3. Da' 'ó.łta'?

- - - - -

Cycle 24

Manipulation Phasemodel

Tségháhoodzání-déé' naa.shá.

I am from Window Rock.

substitution

Na'ízhoozhí
 Wááshindoon
 Diné Bikéyah (Navaholand)
 Naakaii Bikéyah (Mexico)
 Tségháhoodzání
 T'iisyaakin (Holbrook)

Na'ízhoozhí-déé' naa.shá.
 Wááshindoon-déé' naa.shá.
 Diné Bikéyah-déé' naa.shá.
 Naakaii Bikéyah-déé' naa.shá.
 Tségháhoodzání-déé' naa.shá.
 T'iisyaakin-déé' naa.shá.

model

Háá-déé'-sh na.ni.ná?

Where are you from?

variable slot substitution

Diné Bikéyah-déé' naa.shá.
 Diné Bikéyah-déé' na.ni.ná.
T'iisyaakin-déé' na.ni.ná.
 T'iisyaakin-di na.ni.ná.
 T'iisyaakin-di naa.ghá.
 T'iisyaakin-déé' naa.ghá.
Diné Bikéyah-déé' naa.ghá.
 Diné Bikéyah-déé' naa.shá.

Háá-déé'-sh na.ni.ná?
 Háá-déé'-sh naa.ghá.
Háa-di-sh naa.ghá.
Áa-di-sh naa.ghá.
 Áa-di-sh na.ni.ná.
Kóó-sh na.ni.ná.
Háá-déé'-sh na.ni.ná.

dialogue 1

- A. Háá-déé'-sh na.ni.ná?
 B. Tségháhoodzání-déé' naa.shá.

dialogue 2

- A. Shí éiyá Ch'ínlíí-déé' naa.shá, ni-sha'?'
 B. Shi-dó' Ch'ínlíí-déé' naa.shá.
 A. Nagháí-sha'?'
 B. Ch'ínlíí-déé' naa.ghá.

Use Phaseparaphrase (simplify the dialogue)

1. A. Ch'ínlíí-déé' naa.shá. Ch'ínlíí-déé'-sh na.ni.ná?
 B. Ou' Ch'ínlíí-déé' naa.shá.

2. A. Nléí Tséch'ízhí-di naa.ghá. Tséch'ízhí-di-sh na.ni.náá dooleeł?
 B. Ou' Tséch'ízhí-di naa.sháá dooleeł.
3. A. Tségháhoodzání-di naa.sh.nish. Áa-di-sh na.ni.lnish?
 B. Ou' áa-di naa.sh.nish.
4. A. Naat'áanii Nééz-di naa.lnish. Áa-di-sh na.ni.lnish?
 B. Ou' áa-di naa.sh.nish.

listening for comprehension

- A. Háá-déé'-sh na.ni.ná?
 B. Nléí Tségháhoodzání-déé' naa.shá.
 A. Da' áa-di na.ghan?
 B. Dooda, áa-di doo sha.ghan da. Áa-di naa.sh.nish.
 A. Háí-sh bá na.ni.lnish?
 B. Diné bá naa.sh.nish.

appropriate response

1. Háá-déé'-sh naa.ghá?
 2. Da' Tségháhoodzání-di ba.ghan?
 3. Ha'át'íí-sh yaa naa.ghá, áa-di?
 4. Háí-sh yá naa.lnish?

directed discourse

Nabídíłkid: Háa-di-sh naa.gháá dooleeł?
 Háá-déé'-sh naa.ghá?
 Háí-sh yá naa.lnish?
 Da' Diné Bikéyah-di naa.gháá dooleeł?
 Da' Naakaii Bikéyah-déé' naa.ghá?

 Cycle 25

Manipulation Phase

model

'Alk'idáá' Ch'ínlíí-déé' naa.sháá nt'éé'.

A long time ago, I was from Chinle.

TO THE STUDENT: ńt'ěě' is suffixed to a present tense verb to form a past action.

conversion

(Make a past action)

Naa.shá.
Naa.lnish.
'Ó.lta'.
Na.ni.ná
Naa.ghá
Naa.sh.nish.
Sha.ghan.
Shi-dó'.
Ba.ghan

Naa.sháá ńt'ěě'.
Naa.lnish ńt'ěě'.
'Ó.lta' ńt'ěě'.
Na.ni.náá ńt'ěě'.
Naa.gháá ńt'ěě'.
Naa.sh.nish ńt'ěě'.
Sha.ghan ńt'ěě'.
Shi-dó' ńt'ěě'.
Ba.ghan ńt'ěě'.

translation

1. I will be in Shiprock.
2. I was in Shiprock.
3. I worked in Rough Rock.
4. We lived in Window Rock.
5. You will work for the tribe.
6. You worked for the government.

model

Ch'ínlíí-děě' na.ni.náá ńt'ěě', ya'?

You were from Chinle, right?

conversion

(Make the statement a tag question)

ńléi-di na.ghan.
Tséch'ízhí-di na.ni.náá dooleel.
Ch'ínlíí-di naa.lnish ńt'ěě'.
T'áájiik'é naa.lnish.
Ch'ínlíí-děě' na.ni.náá ńt'ěě'.

ńléi-di na.ghan, ya'?
Tséch'ízhí-di na.ni.náá dooleel, ya'?
Ch'ínlíí-di naa.lnish ńt'ěě', ya'?
T'áájiik'é naa.lnish, ya'?
Ch'ínlíí-děě' na.ni.náá ńt'ěě', ya'?

dialogue

A. 'Áłk'idáá' Ch'ínlíí-děě' na.ni.náá ńt'ěě', ya'?

B. Ou' áłk'idáá' Ch'ínlíí-děě' naa.sháá ńt'ěě'.

Use Phaselistening for comprehension

- A. Háa-di-sh na.ni.náá nt'ěě'?
- B. Hooghan-di naa.sháá nt'ěě', ni-shə'?
- A. Shí éiyá Tségháhoodzání-di naa.gháá nt'ěě'.
- B. Áa-di-sh na.ghan?
- A. Dooda. Áa-di shimá ba.ghan.

appropriate response

1. Háa-di-sh naa.gháá nt'ěě'?
2. Da' Tségháhoodzání-di naa.gháá nt'ěě'?
3. Tségháhoodzání-di-sh ba.ghan?
4. Háí-sh Tségháhoodzání-di ba.ghan.

interpreting

1. Have (name) ask (name) where he is from?
2. Have (name) ask (name) where he used to live.
3. Have (name) ask (name) where he used to work.
4. Have (name) ask (name) if he worked for the government.
5. Have (name) ask you if you will work in Chinle.
6. Have (name) ask me if you worked in Chinle.

Cycle 26

Manipulation Phasemodel

Naaki nááhai-jí' áa-di naa.sháá nt'ěě'.

I was there 2 years.

substitution

t'áálá'í (1)

naaki

táá'

díí'

'ashdla'

T'áálá'í nááhai-jí' áa-di naa.sháá
nt'éé'.Naaki nááhai-jí' áa-di naa.sháá
nt'éé'.

Táá' nááhai-jí' áa-di naa.sháá nt'éé'.

Díí' nááhai-jí' áa-di naa.sháá nt'éé'.

'Ashdla' nááhai-jí' áa-di naa.sháá
nt'éé'.substitutionnaaki nááhai-jí'
doo nízaad-go da (not long)

táá' nááhai-go

t'áálá'í nááhai-jí'

Naaki nááhai-jí' áa-di naa.sháá nt'éé'.
Doo nízaad-go da áa-di naa.sháá
nt'éé'.

Táá' nááhai-go áa-di naa.sháá nt'éé'.

T'áálá'í nááhai-jí' áa-di naa.sháá
nt'éé'.variable slot substitution

T'áálá'í nááhai-jí' áa-di naa.sháá nt'éé'.

T'áálá'í nááhai-jí' áa-di naa.sh.nish nt'éé'.

Naaki nááhai-jí' áa-di naa.sh.nish nt'éé'.

Naaki nááhai-jí' kóó naa.sh.nish nt'éé'.Naaki nááhai-jí' kóó naa.lnish nt'éé'.Táá' nááhai-jí' Ch'ínlíí-di naa.lnish nt'éé'.Táá' nááhai-jí' Ch'ínlíí-di naa.lnish doolee.Táá' nááhai-jí' Ch'ínlíí-di naa.gháá doolee.Díí' nááhai-jí' Ch'ínlíí-di naa.gháá doolee.Díí' nááhai-jí' Tséch'ízhí-di naa.gháá doolee.Díí' nááhai-jí' Tséch'ízhí-di sha.ghan doolee.Ashdla' nááhai-jí' Tséch'ízhí-di sha.ghan doolee.Ashdla' nááhai-jí' Tséch'ízhí-di ba.ghan doolee.model

Haa nízaad-jí' Naat'áanii Nééz-di na.ni.náá nt'éé'?

How long were you at Shiprock?

substitution

na.ni.ná	Naaki nááhai-jí' áa-di na.ni.náá ńt'ěě'.
naa.shá	Naaki nááhai-jí' áa-di naa.sháá ńt'ěě'.
ba.ghan	Naaki nááhai-jí' áa-di ba.ghan ńt'ěě'.
na.ni.lnish	Naaki nááhai-jí' áa-di na.ni.lnish ńt'ěě'.
naa.sh.nish	Naaki nááhai-jí' áa-di naa.sh.nish ńt'ěě'.
naa.lnish	Naaki nááhai-jí' áa-di naa.lnish ńt'ěě'.

dialogue

- | |
|--|
| <p>A. Haa nízaad-jí' Naat'śanii Nééz-di na.ni.náá ńt'ěě'?</p> <p>B. T'ááíá'í nááhai-jí' áa-di naa.sháá ńt'ěě'.</p> |
|--|

Use Phaselistening for comprehension

- A. Háa-di-sh na.ni.náá ńt'ěě'?
- B. T'iisyaakin-di naa.sháá ńt'ěě'.
- A. Háá nízaad-jí' áa-di na.ni.náá ńt'ěě'?
- B. Naaki nááhai-jí' áa-di naa.sháá ńt'ěě'?
- A. Da' na.ni.lnish áa-di?
- B. Ou' Wááshindoon bá naa.sh.nish.

appropriate response

1. Háa-di-sh naa.gháá ńt'ěě'?
 2. Haa nízaad-jí' áa-di naa.ghá?
 3. Da' naa.lnish, áa-di?
 4. Háí-sh yá naa.lnish?
- - - - -

Cycle 27

Manipulation Phasemodel

'Ałk'idāā' āa-di naa.ghāā nt'ēē'. He was here a long time ago.

substitution

adāādāā' (yesterday)
 tł'ēē'-dāā' (last night)
 naaki yiskāā-dāā' (two days ago)
 táā' yiskāā-dāā' (three days ago)
 'ałk'idāā'

Adāādāā' āa-di naa.ghāā nt'ēē'.
 Tł'ēē'-dāā' āa-di naa.ghāā nt'ēē'.
 Naaki yiskāā-dāā' āa-di naa.ghāā
 nt'ēē'.
 Táā' yiskāā-dāā' āa-di naa.ghāā
 nt'ēē'.
 'Ałk'idāā' āa-di naa.ghāā nt'ēē'.

variable slot substitution

Adāādāā' āa-di naa.ghāā nt'ēē'.
 Adāādāā' āa-di naa.shāā nt'ēē'.
 Tł'ēē'-dāā' āa-di naa.shāā nt'ēē'.
 Tł'ēē'-dāā' Ch'ínłíí-di naa.shāā nt'ēē'.
 Tł'ēē'-dāā' Ch'ínłíí-di na.ni.nāā nt'ēē'.
 'Ałk'idāā' Ch'ínłíí-di na.ni.nāā nt'ēē'.
 'Ałk'idāā' Ch'ínłíí-di naa.lnish nt'ēē'.
 'Ałk'idāā' Tséch'ízhí-di naa.lnish nt'ēē'.
 'Ałk'idāā' Tséch'ízhí-di ba.ghan nt'ēē'.
 Táā' yiskāā-dāā' Tséch'ízhí-di ba.ghan nt'ēē'.
 Táā' yiskāā-dāā' Tségháhoodzání-di ba.ghan nt'ēē'.
 Táā' yiskāā-dāā' Tségháhoodzání-di naa.sh.nish nt'ēē'.
 Adāādāā' Tségháhoodzání-di naa.sh.nish nt'ēē'.
 Adāādāā' Tségháhoodzání-di naa.ghāā nt'ēē'.
 Adāādāā' āa-di naa.ghāā nt'ēē'.

model

Hāā-dāā' Naat'āanii Nééz-di naa.ghāā nt'ēē'?

When was he at Shiprock.

substitution

Naat'áanii Nééz

Hoozdoh
Ch'ínlíí

Tséch'ízhí

Háá-dǎǎ' Naat'áanii Nééz-di
naa.gháá nt'ěě'?

Háá-dǎǎ' Hoozdoh-di naa.gháá nt'ěě'?

Háá-dǎǎ' Ch'ínlíí-di naa.gháá
nt'ěě'?Háá-dǎǎ' Tséch'ízhí-di naa.gháá
nt'ěě'?substitutionnaa.ghá
na.ni.nánaa.lnish
na.ghan
na.ni.lnishnaa.ghá
ba.ghan
nihi.ghan

Háá-dǎǎ' Hoozdoh-di naa.gháá nt'ěě'?

Háá-dǎǎ' Hoozdoh-di na.ni.ná
nt'ěě'?

Háá-dǎǎ' Hoozdoh-di naa.lnish nt'ěě'?

Háá-dǎǎ' Hoozdoh-di na.ghan nt'ěě'?

Háá-dǎǎ' Hoozdoh-di na.ni.lnish
nt'ěě'?

Háá-dǎǎ' Hoozdoh-di naa.ghá nt'ěě'?

Háá-dǎǎ' Hoozdoh-di ba.ghan nt'ěě'?

Háá-dǎǎ' Hoozdoh-di nihi.ghan nt'ěě'?

dialogue

A. Háá-dǎǎ' Ch'ínlíí-di naa.gháá nt'ěě'?

B. 'Ałk'idǎǎ' áa-di naa.gháá nt'ěě'.

A. Ni-dó' ałk'idǎǎ' Ch'ínlíí-děě' na.ni.náá nt'ěě' ya'?

C. Ou' ałk'idǎǎ' Ch'ínlíí-děě' naa.sháá nt'ěě'.

Use Phaselistening for comprehension

'Ałk'idǎǎ' Tséch'ízhí-di naa.sháá nt'ěě'. Áa-di naa.sh.nish nt'ěě',
 Wáashindoon bá. Shimá-dó' áa-di naa.gháá nt'ěě'. Áa-di nihi.ghan
 nt'ěě'. Shí éiyá áa-di shi'dizchí.

appropriate response

1. Haa-di-sh naa.ghaa nt'ee'?
2. Aa-di ha'at'ii-sh yaa naa.ghaa nt'ee'?
3. Bimá haa-di-sh naa.ghaa nt'ee'?
4. Haa-di-sh ba.ghan nt'ee'?
5. Haa-di-sh bi'dizhchí?

restaging

Act out a dialogue for the comprehension story.

appropriate response

1. Ólta'-di na.ni.náá nt'ee' ya'?
2. Hoozdoh-di naa.lrish dooleel, ya'?
3. Háa-dáá' Diné Bikéyah-di naa.ghaa nt'ee'?
4. Haa-di-sh na.ni.náá dooleel?
5. Díí-sh nibee'ak'e'elchíní?
6. Háa-dáá' Wááshindoon-di na.ni.náá nt'ee'?

Unit Four

REVIEW STAGELooking Back

- | | |
|--|--|
| A. Da' na.ni.lnish? | Do you work? |
| B. Doo naa.sh.nish da. | I don't work. |
| A. Ha'át'íí-sh baa na.ni.ná leh? | What do you usually do? |
| B. 'íí.ní.sh.ta'. | I read. |
| ----- | |
| A. Ha'át'íí-sh baa na.ni.ná? | What are you doing? |
| B. Doo baa naa.sháhí da. T'óó 'íí.ni.sh.ta. | I am not doing anything. I am just reading. |
| A. Ko-déé'-sh na.ni.ná? | Are you from here? |
| B. Dooda, íléi-déé' naa.shá. | No. I am from over there. |
| A. Adáádáá' Ch'ínííí-di na.ni.náá ít'éé', ya'? | A long time ago you were from Chinle, right? |
| B. Ou' doo nízaad-jí' áa-di naa.sháá da. | Yes, I wasn't there long. |
| ----- | |
| A. Ha'át'íí-sh baa na.ni.na? | What are you doing? |
| B. Doo baa naa.sháhí da. | I am not doing anything. |
| A. Doo baa na.ni.náá da ya'? | You're not doing anything, right? |
| B. Ou'. | Yes. |
| A. Kíi kóó-sh naa.ghá? | Is Kee around here? |
| B. Ou' kóó naa.ghá. | Yes, he is around here. |
| A. Ha'át'íí-sh yaa naa.ghá? | What is he doing? " |
| B. Naa.lnish. | He's working. |

- A. Háá-déé'-sh na.ni.ná? Where are you from?
- B. Nléí Tségháhoodzání-déé' naa.shá. I am from Window Rock over there.
- A. Da' áa-di na.ghan? Do you live over there?
- B. Dooda, áa-di doo sha.ghan da. No, I do not live there. I work
Áa-di naa.sh.nish. there.
- A. Háí-sh bá na.ni.lnish? Who do you work for?
- B. Diné bá naa.sh.nish. I work for the Navaho Tribe.

- A. Háa-di-sh na.ni.náá nt'ée'? Where were you?
- B. T'iisyaakin-di naa.sháá nt'ée'. I was at Holbrook.
- A. Háá nízaad-ji' áa-di na.ni.náá How long were you there?
nt'ée'?
- B. Naaki nááhai-ji' áa-di naa.sháá I was there two years.
nt'ée'.
- A. Da' na.ni.lnish áa-di? Did you work there?
- B. Ou' Wááshindoon bá naa.sh.nish. Yes, I work for the government.

Unit Five

PREPARATION STAGEProgramgrammatical points

1. Compare:

yá.φ.ɬti' 'he speaks, talks'

naa.φ.lnish 'he works'

naa.φ.ghá 'he goes around'

ɬti'

2. Write the stem for yá.φ.ɬti'. _____

φ

3. Identify the person prefix for yá.φ.ɬti'.

yá

4. Write the other prefix for yá.φ.ɬti'. _____

5. Write the three singular person markers for verbs.

sh

ni

φ

6. Now add the prefix na to the person markers, following the rules you learned in the last unit.

(na + sh →) naash

(na + ni →) nani

(na + φ →) naa

7. The prefix na, you will notice, is low-tone. The prefix yá, which occurs in the same position as na, (na and yá are mutually exclusive) is high-tone. The prefixes that fill this slot will be called 'outside adverb' prefixes.

8. Notice that yá does not double its vowel before the first- and third-person prefixes, but does affect the tone of the second-person prefix.

yá + sh → yásh

yá + ni → yání

yá + ∅ → yá

9. Which is correct?

(b) (a) yá + sh → yáásh (b) yá + sh → yásh

10. Which is correct?

(b) (a) yá + ∅ → yáá (b) yá + ∅ → yá

11. Yáshti means 'I speak.' Notice the reduction of the consonant cluster shłt to sht in yáshti, deriving from the non-occurring yáshłti. (Compare naashnish, deriving from the non-occurring naashlnish.)

12. Yáníłti means 'you speak, talk.'

13. Write the real forms for:

yáshti'

'I speak' _____

yáníłti'

'you speak' _____

yáłti'

'he speaks' _____

14. These are imperatives or commands:

Yiiziłh 'stand up'

Shaa ní'aah 'give, bring it to me'

Yáníłti' 'speak up'

15. Navahos believe that one person cannot force his will upon another. Interestingly, the Navaho language has no special forms for commands.

16. A command is the 2nd person form of the verb.

Bidiní. 'Say it to him.'

Dadohní. 'Say it.'

Da'íísółts'áá'. 'Listen.'

17. A postposition is actually composed of a pronoun and a postposition.

Compare:

sh.aa 'to me'

n.aa 'to you'

b.aa 'to him'

nih.aa 'to us, to you two'

18. Compare:

sh.á 'for me'

n.á 'for you'

b.á 'for him'

nih.á 'for us, for you two'

19. To the postposition -ch'i' add the pronoun.

shich'i' 'toward me' _____

nich'i' 'toward you' _____

bich'i' 'toward him' _____

nihich'i' 'toward us' _____

nihich'i' 'toward you' _____

20. Notice that the pronouns may have a vowel before a postposition that begins with a consonant. Before postpositions that are just vowels, the pronoun has no vowel.

21. For example:

sh.aa

shi.ch'i'

22. Schematically it is:

sh.V

shi.C

Summary

PREFIXATION:

The prefix yá in yá.φ.iti' occurs in the same slot as na of naa.φ.lnish. However, since the á is high, it does not double.

yá + sh → yásh

yá + ni → yání

yá + φ → yá

COMMANDS:

Commands are the second person form of the verb.

yiizijh

'stand up'

ndaah

'sit down'

shaa ní'aah

'give it to me'

POSTPOSITIONS:

Postpositions can occur with pronouns.

shich'ɨ'	'to/toward me'
nich'ɨ'	'to/toward you'
bich'ɨ'	'to/toward him'

If the subject is 3rd person and the object is 3rd person:

bich'ɨ' becomes yich'ɨ'

bá becomes yá

bik'é becomes yik'é

baa becomes yaa

Written Exercises

1. In the following verbs, you are given the stems. Put the person prefixes and the outside adverb prefixes, na or yá, in the right slots. Use the English translation to help you. Then write the real forms of the verbs. Check your high marks and consonant clusters. The first one is done for you.

a.	'I speak'	<u>yá</u>	<u>sh</u>	<u>ɬti'</u>	<u>yáshti'</u>
b.	'you work'	_____	_____	lnish	_____
c.	'he works'	_____	_____	lnish	_____
d.	'he speaks'	_____	_____	ɬti'	_____
e.	'I work'	_____	_____	lnish	_____
f.	'you speak'	_____	_____	ɬti'	_____

2. Tell what constitutes a command in Navaho and give three examples.
3. Form postpositions by combining the pronoun and the postposition. Use the English translation to help you decide which pronoun to use.
- | | | | |
|----|--------|--|------------|
| a. | -á | 'for <u>me</u> ' | <u>shá</u> |
| b. | -ch'í' | 'toward <u>him</u> ' | _____ |
| c. | -k'eh | 'after <u>your</u> (2) manner' | _____ |
| d. | -aa | 'about <u>you</u> (1)' | _____ |
| e. | -k'é | 'for <u>it</u> , in exchange for <u>it</u> ' | _____ |
| f. | -ée | 'about <u>me</u> , concerning <u>me</u> ' | _____ |

Listening In

- A. Ashíí-sh yáłti'?
- B. Ou' yáłti'. Bich'í' yáníłti'.
- A. Yá'át'ééh naaltsoos shaa ní'aah ya'?
- B. Diné doo yidiits'a' da.

- A. Diné-sh dinit's'a'?
- B. Yááh?
- A. Dinék'eh-jí-sh yáníłti'?
- B. Ou' dinék'eh-jí yáshti'.

- A. Yiizijh.
- B. Yááh?
- A. Diné-sh dinit's'a'?
- B. Ou' diné diists'a'.
- A. Hágo.

Memorization

- A. Ha'át'íí-sh yaa 'ółta'?
- B. Diné bizaad yaa 'ółta'.
- A. Diné-sh yidiits'a'?
- B. Ou' diné yidiits'a'.
- A. Diné-sh dinit's'a'?
- B. Doo házhó'ó diists'a' da.

Looking AheadVocabularyimmediate use

bizaad	word, language
yá.łti'	he talks
yá.sh.ti'	I talk
yá.ní.łti'	you talk
dah nídaah	sit down
yiizíih	stand up
shaa ní'aah	bring it to me
hágo	come here

bea nānit'aah	return it, give it back
yi.dii.ts'a'	he speaks (hears)
dii.s.ts'a'	I speak (hear)
di.ni.ts'a'	you speak (hear)

anticipated use

yí.ní.sh.yé	I am called, my name is
yí.ní.lyé	you are called, your name is
'íí.ní.łta'	you study, go to school
dahalzhin	minute (dot, speck)
ahéé'ílkid	hour

Listening for Study

A. Haa nízaad-jí' 'ííníłta' nt'éé'? How long were you studying?

B. Ashdladiin dahalzhiin-jí' 'ííníshita' nt'éé'. I studied 50 minutes.

A. Haa nízaad-jí' bilagáana bizaad baa 'ííníłta' leh? How long do you study English?

B. T'áá áłá'í-di ahéé'íłkid-jí' baa 'ííníshita' leh. I study it for one hour.

A. Haa-di-sh naalnish? Where do you (2) work?

B. Na'ńzhoozhí-di neilnish. We work at Gallup.

A. Háí-sh bá naalnish? Who do you work for?

B. Wáashindoon bá neilnish. We work for the government.

A. Ha'át'íí-sh bik'é naalnish. What do you work in exchange for?

B. T'óó áhayóí béeso bik'é neilnish. We work for lots of money.

A. Hastóí-sh kóó naa'aash. Are the men (2) here?

B. Ou'. Yes.

A. Ha'át'íí-sh yaa naa'aash? What are they doing?

B. Alhosh, ńléi-di sitéézh. They are sleeping, they are lying down over there.

Survival Expressionsexpressions needed for classroom operation

Naaltsoos alch'i' ádaahlééh.	Close (3) your books.
Naaltsoos aa 'ádaahlééh.	Open your books.
'íísíníłts'áá'.	You (1) listen.
Dáshíísółts'áá'.	You (3) listen to me.

Cycle 1

model

Ha'át'íí-sh baa naniná, dishní.	I said (am saying) what are you doing?
---------------------------------	--

substitution

ha'át'íí-sh baa naniná	Ha'át'íí-sh baa naniná, dishní.
hágo	Hágo, dishní.
diné-sh dinit's'a'	Diné-sh dinit's'a', dishní.

model

Ha'át'íí-sh diní?	What are you saying?
-------------------	----------------------

Cycle 2

model

Hágo, ha'át'íí-sh óolyé bilagáanak'eh-jí?	What does 'hágo' mean in English?
--	-----------------------------------

substitution

naaltsoos

chidí

diné

hastiin

'ólta'

ólta'

Naaltsoos, ha'át'íí-sh óolyé
bilagáanak'eh-jí?Chidí, ha'át'íí-sh óolyé
bilagáanak'eh-jí?Diné, ha'át'íí-sh óolyé
bilagáanak'eh-jí?Hastiin, ha'át'íí-sh óolyé
bilagáanak'eh-jí?'ólta', ha'át'íí-sh óolyé
bilagáanak'eh-jí?ólta', ha'át'íí-sh óolyé
bilagáanak'eh-jí?survival expressions

Bił nisin.

Dibáá' nisin.

Dichin nisin.

I am sleepy.

I am thirsty.

I am hungry.

Find Outhow do you say

I wish that I understood Navaho well.

I wish I were working.

I wish that he was here.

I wish I was eating.

I wish I was in Chinle.

what does it mean?

T'áá-sh ákódí?

T'áá-sh 'aaníí?

Woosh-déé'.

Hágoshíí.

Diné bizaad yee yádaaltí'.

Unit Five

CORE STAGE

Cycle 28

Manipulation Phasemodel

Diné bizaad yaa 'ó.łta'.

He is studying about Navaho.

substitution

Diné
 Bilagáana (whitemen)
 Naakaii (Mexican)

Diné bizaad yaa 'ó.łta'.
 Bilagáana bizaad yaa 'ó.łta'.
 Naakaii bizaad yaa 'ó.łta'.

model

Kíi-sh ha'át'íí yaa 'ó.łta'?

What is Kee studying about?

dialogue

A. Kíi-sh ha'át'íí yaa 'ó.łta'?

B. Diné bizaad yaa 'ó.łta'.

Use Phaselistening for comprehension

Kíi 'ó.łta'. Na'ńzhoozhí-di naa.ghá. Áa-di Naakaii bizaad yaa 'ó.łta'.
 Ko-déé' naa.ghá. Kóó ba.ghan.

appropriate response

1. Kíi ha'át'íí-sh yaa naa.ghá?
2. Háa-di-sh naa.ghá?
3. Háa-di-sh 'ó.łta'?
4. Ha'át'íí-sh yaa 'ó.łta'?
5. Haa-sh wo.lyé?
6. Háa-déé'-sh naa.ghá?

appropriate response

1. Nléí ashkii haa-sh wo.lyé?
2. Nléí ashkií-sh 'ó.łta'?
3. Haa-sh wo.lyé, ní?
4. Ashkií-sh ha'át'íí yaa 'ó.łta'?
5. Henry háa-déé'-sh naa.ghá?
6. Henry háa-di-sh 'ó.łta'?

directed discourse

Nabííłkid: Haa-sh wo.lyé?
 Háa-déé'-sh naa.ghá?
 Háa-di-sh 'ó.łta'?
 Kóó-sh naa.lnish?
 Háa-di-sh naa.lnish?
 Háa-di-sh ba.ghan?
 Ha'át'íí-sh baa na.ni.ná?

Cycle 29

Manipulation Phasemodel

Dooda, doo yá.łti' da.

No, he does not talk.

substitution

yá.łti'	Doo yá.łti' da.
naa.lnish	Doo naa.lnish da.
naa.ghá	Doo naa.gháa da.
'ó.łta'	Doo 'ó.łta' da.

conversion (make negative following the above model.)

yá.łti'	Doo yá.łti' da.
naa.lnish	Doo naa.lnish da.
naa.ghá	Doo naa.gháa da.
'ó.łta'	Doo 'ó.łta' da.
yaa naa.ghá	Doo yaa naa.gháa da.

model

Ashkií-sh yá.łti'?

Does the boy talk?

substitution

ashkií-sh (boy)	Ashkií-sh yá.łti'?
awéé'-sh (baby)	Awéé'-sh yá.łti'?
at'ééd-ísh (girl)	At'ééd-ísh yá.łti'?

pattern response

A
 Ashkii doo yá.łti' da ya'?
 At'ééd doo yá.łti' da ya'?
 Awéé' doo yá.łti' da ya'?

B
 Dooda, yá.łti'.
 Dooda, yá.łti'.
 Dooda, yá.łti'.

dialogue

A. Ashkií-sh yá.łti'?

B. Dooda, doo yá.łti' da.

Use Phaselistening for comprehension

- A. Awéé'-sh yá.łti'?
- B. Doo yá.łti' da.
- A. Haa-sh wo.lyé?
- B. Sali wo.lyé.
- A. Háí-sh bimá?
- B. T'áá shí shimá bimá.
- A. Nimá kóó-sh naa.ghá?
- B. Dooda.
- A. Ha'át'íí-sh yaa naa.ghá?
- B. Doo yaa naa.gháa da.

appropriate response

1. Awéé'-sh yá.łti'?
2. Haa-sh wo.lyé?
3. Háí-sh bimá?
4. Bimá áa-di-sh naa.ghá?
5. Bimá háa-di-sh naa.ghá?
6. Ha'át'íí-sh yaa naa.ghá, bimá?

restaging

Act out the dialogue. Change what you can.

Cycle 30

Manipulation Phasemodel

Diné yaa yá.łti' (ya.[ø].łti'). He is talking about the Navaho.

substitution

naanish (work)
 diné
 kéyah (land)
 Bilagáana
 Naakaii
 bá'ólta'í (teacher)
 hane' (story)

Naanish yaa yá.łti'.
 Diné yaa yá.łti'.
 Kéyah yaa yá.łti'.
 Bilagáana yaa yá.łti'.
 Naakaii yaa yá.łti'.
 Bá'ólta'í yaa yá.łti'.
 Hane' yaa yá.łti'.

model

Diné-sh yaa yá.łti'?

Is he talking about the Navaho?

expansion

Yá.łti'
 yaa _____
 diné _____
 diné-sh _____

Yá.łti'.
 Yaa yá.łti'.
 Diné yaa yá.łti'.
 Diné-sh yaa yá.łti'.

pattern response

Diné-sh yaa yá.łti'?

Kéyah-sh yaa yá.łti'?

Bilagáana-sh yaa yá.łti'?

Naakaii-sh yaa yá.łti'?

Ch'iyáán-sh yaa yá.łti'?

Naanish-ísh yaa yá.łti'?

Hane'ésh yaa yá.łti'?

Dooda, doo diné yaa yá.łti' da.

Dooda, doo kéyah yaa yá.łti' da.

Dooda, doo Bilagáana yaa yá.łti' da.

Dooda, doo Naakaii yaa yá.łti' da.

Dooda, doo ch'iyáán yaa yá.łti' da.

Dooda, doo naanish yaa yá.łti' da.

Dooda, doo hane' yaa yá.łti' da.

dialogue

A. Diné-sh yaa yá.łti'?

B. Diné yaa yá.łti'.

Use Phaselistening for comprehension (picture of a teacher at school)

- A. Bá'ólta'í háa-di-sh naa.ghá?
 B. Kóó naa.ghá.
 A. Háá-déé'-sh naa.ghá?
 B. Chicago-déé' naa.ghá.
 A. Diné-sh yaa yá.łti'?
 B. Dooda, kéyah yaa yá.łti'.

appropriate response

1. Ha'át'íí-sh yaa yá.łti'?
 2. Háá-déé'-sh naa.ghá?
 3. Mary háa-di naa.ghá?
 4. Kíi háá-déé' naa.ghá?
 5. Háa-di-sh naa.lnish?
 6. Kíi-sh yá.łti'?
 7. Henry Ch'ínlíí-déé'-sh 'ó.łta'?
 8. Kíi-sh yaa yá.łti'?
- - - - -

Cycle 31

Manipulation Phasemodel

- | | |
|---------------------------------------|---------------------------------|
| Diné'eh-jí yá.sh.ti'. (yá.sh.łti') | I speak Navaho. |
| 'Áłts'íísí-go dinék'eh-jí yá.sh.ti'. | I speak a little Navaho. |
| Doo házhó'ó dinék'eh-jí yá.sh.ti' da. | I don't speak Navaho very well. |
| Nizhoní-go dinék'eh-jí yá.sh.ti'. | I speak Navaho well. |
| Yá'át'ééh-go dinék'eh-jí yá.sh.ti'. | I speak Navaho well. |

substitution

diné'eh-jí
 naakaiik'eh-jí
 bilagáanak'eh-jí

Diné'eh-jí yá.sh.ti'.
 Naakaiik'eh-jí yá.sh.ti'.
 Bilagáanak'eh-jí yá.sh.ti'.

substitution

diné'eh-jí
 naakaiik'eh-jí
 bilagáanak'eh-jí

'Áłts'íísí-go diné'eh-jí yá.sh.ti'.
 'Áłts'íísí-go naakaiik'eh-jí
 yá.sh.ti'.
 'Áłts'íísí-go bilagáanak'eh-jí
 yá.sh.ti'.

substitution

diné'eh-jí
 bilagáanak'eh-jí
 naakaiik'eh-jí

Doo házhó'ó diné'eh-jí yá.sh.ti' da.
 Doo házhó'ó bilagáanak'eh-jí
 yá.sh.ti' da.
 Doo házhó'ó naakaiik'eh-jí yá.sh.ti'
 da.

model

Diné'eh-jí-ísh yá.ní.łti'?

Do you speak Navaho?

substitution

nizhoní-go
 yá'át'ééh-go
 doo házhó'ó ____ da
 'áłts'íísí-go

Nizhoní-go diné'eh-jí-ísh yá.ní.łti'?
 Yá'át'ééh-go diné'eh-jí-ísh
 yá.ní.łti'?
 Doo házhó'ó diné'eh-jí yá.ní.łti'
 da.
 'Áłts'íísí-go diné'eh-jí-ísh
 yá.ní.łti'?

pattern response

Nizhoní-go diné'eh-jí-ísh yá.łti'? Dooda. Nizhoní-go yá.sh.ti'.
 Yá'át'ééh-go diné'eh-jí-ísh yá.łti'? Dooda. Yá'át'ééh-go yá.sh.ti'.
 'Áłts'íísí-go diné'eh-jí-ísh yá.łti'? Dooda. 'Áłts'íísí-go yá.sh.ti'.
 Doo házhó'ó diné'eh-jí-ísh yá.łti'? Dooda. Doo házhó'ó yá.sh.ti' da.

dialogue

- A. Dinék'eh-jí-ísh yá.ní.łti'?
- B. Doo házhó'ó dinék'eh-jí yá.sh.ti' da.

Use Phaselistening for comprehension

- A. Dinék'eh-jí-ísh yá.ní.łti'?
- B. Dooda, doo házhó'ó yá.sh.ti' da.
- A. Nagháí-sha' yá'át'ééh-go-sh yá.łti'?
- B. Ou', nizhoní-go yá.łti'.
- A. Kíi, háa-di-sh ba.ghan.
- C. Nléí dził bitsíí-di ba.ghan.

appropriate response

1. Dinék'eh-jí-ísh yá.łti'?
2. Ha'át'íí-sh ní?
3. Nagháí-sh dinék'eh-jí yá.łti'?
4. Kíi háa-di-sh ba.ghan?

restaging

Act out the dialogue and change as many items as possible.

interpreting

1. Have (name) ask (name) if he speaks Spanish.
2. Have (name) ask (name) if I speak Navaho.
3. Have (name) ask you if you speak Navaho.
4. Have (name) ask (name) if he will speak English.
5. Have (name) ask me if you speak Navaho well.
6. Have (name) tell you that he does not speak Navaho very well.

- - - - -

Cycle 32

Manipulation Phasemodel

Bich'i yá.ní.łti'.

Speak to him.

Yá.ní.łti'.

Speak up, say something.

TO THE STUDENT: A command is given by second person 'you'. (Cultural explanation: Navahos do not often respond negatively to a command.)

repetition (bich'i', 'toward him')

Bich'i' yá.sh.ti'.

Yich'i' yá.łti'.

Bich'i' yá.ní.łti'.

variable slot substitution

Nich'i' yá.sh.ti'.

Bich'i' yá.sh.ti'.

Bich'i' yá.ní.łti'.

Shich'i' yá.ní.łti'.

Bich'i' yá.ní.łti'.

Bich'i' yá.sh.ti'.

Nich'i' yá.sh.ti'.

Baa yá.sh.ti'.

Baa yá.ní.łti'.

Shaa yá.ní.łti'.

Shaa yá.łti'.

Naa yá.łti'.

Naa yá.sh.ti'.

Baa yá.sh.ti'.

translation

Speak up.

Speak to me.

Work.

Speak to him.

You will be at Shiprock.

You work for him.

Yá.ní.łti'.

Shich'i' yá.ní.łti'.

Na.ni.lnish.

Bich'i' yá.ní.łti'.

Naat'áanii Nééz-di na.ni.náá dooleeł.

Bá na.ni.lnish.

Use Phaselistening for comprehension

(picture of a teacher)

Díí bá'ólta'í ólta'-di naa.lnish. Bilagáanak'eh-jí yá.łti'. 'Áłchíní
(children) bilagáanak'eh-jí yich'í' yá.łti'. Doo házhó'ó dinék'eh-jí
yá.łti' da.

appropriate response

1. Háí-sh á.t'é?
2. Háa-di-sh naa.lnish?
3. Bilagáanak'eh-jí-ísh yá.łti'?
4. Háí-sh yich'í' yá.łti'?
5. Dinék'eh-jí-ísh yá.łti'?

retelling

Retell the story of the teacher.

Cycle 33

Manipulation Phasemodel

Dah nídaah.

Sit down.

Yiizíh.

Stand up.

Shaa ní'aah.

Bring it to me.

Hágo.

Come here.

Baa nánít'aah.

Return it, give it back.

pattern response

A
Dah nídaah.

Yiizijih.

Hágo.

Naaltsoos shaa ní'aah.

Naaltsoos baa nánít'aah.

Naaltsoos shaa nánít'aah.

B
Yááh? (Huh, what?)

Yááh?

Yááh?

Yááh?

Yááh?

Yááh?

C
Dah nídaah nílní. (he says to you).

Yiizijih nílní.

Hágo nílní.

Naaltsoos shaa ní'aah nílní.

Naaltsoos baa nánít'aah nílní.

Naaltsoos shaa nánít'aah nílní.

directed action (follow the instructions)

Yiizijih.

Hágo.

Naaltsoos baa ní'aah.

Naaltsoos shaa ní'aah bidiní.

Naaltsoos baa nánít'aah.

Dah nídaah.

directed action

Yiizijih bidiní.

Hágo bidiní.

Naaltsoos baa ní'aah bidiní.

Naaltsoos shaa ní'aah bidiní.

Naaltsoos baa nánít'aah bidiní.

Dah nídaah bidiní.

dialogue

A. Yiizijih.

B. Yááh?

A. Yiizijih nílní.

Use Phaselistening for comprehension

Bá'ólta'í ashkii yich'i' yá.łti'.

- A. Yiizijh. Naaltsoos shaa ní'aah.
 B. Ha'át'íí-sh naaltsoos?
 A. Nagháí naaltsoos shaa ní'aah.
 B. T'áá shí shinaaltsoos á.t'é doo ni da.
 A. Hágo. Ninaaltsoos shaa ní'aah.

restaging

Act out the dialogue.

Cycle 34

Manipulation Phasemodel

Nda, doo diné yi.dii.ts'a' da.	No, he does not speak (hear) Navaho.
--------------------------------	---

TO THE STUDENT: nda means 'no.' It is not as harsh a no as dooda.

substitution

kiis'áanii (Hopi)	Nda, doo kiis'áanii yi.dii.ts'a' da.
bilagáana	Nda, doo bilagáana yi.dii.ts'a' da.
naakaii	Nda, doo naakaii yi.dii.ts'a' da.
diné	Nda, doo diné yi.dii.ts'a' da.
dziłghá'í (Apache)	Nda, doo dziłghá'í yi.dii.ts'a' da.

model

Bilagáana t'éiyá yi.dii.ts'a'.	He speaks (hears) only English.
--------------------------------	---------------------------------

repetition

Doo diné yi.dii.ts'a' da,
bilagáana t'éiyá yi.dii.ts'a'.

Doo bilagáana yi.dii.ts'a' da,
diné t'éiyá yi.dii.ts'a'.

Bilagáana t'éiyá yi.dii.ts'a',
doo diné yi.dii.ts'a' da.

substitution with pattern response

diné, bilagáana

Doo diné yi.dii.ts'a' da. Bilagáana
t'éiyá yi.dii.ts'a'.

kiis'áanii, dziłghá'í

Doo kiis'áanii yi.dii.ts'a' da. Dziłghá'í
t'éiyá yi.dii.ts'a'.

diné, naakaii

Doo diné yi.dii.ts'a' da. Naakaii
t'éiyá yi.dii.ts'a'.

naakaii, bilagáana

Doo naakaii yi.dii.ts'a' da. Bilagáana
t'éiyá yi.dii.ts'a'.

bilagáana, diné

Doo bilagáana yi.dii.ts'a' da. Diné
t'éiyá yi.dii.ts'a'.

dziłghá'í, diné

Doo dziłghá'í yi.dii.ts'a' da. Diné
t'éiyá yi.dii.ts'a'.

model

Diné-sh yi.dii.ts'a'?

Does he speak (hear) Navaho?

variable slot substitution

Diné-sh yi.dii.ts'a'.

Diné-sh di.ni.ts'a'.

Bilagáana-sh di.ni.ts'a'.

Bilagáana-sh yi.dii.ts'a'.

Naakaii yi.dii.ts'a'.

Naakaii dii.s.ts'a'.

Diné dii.s.ts'a'.

Diné-sh dii.s.ts'a'.

Diné-sh yi.dii.ts'a'.

dialogue

A. Diné-sh yi.dii.ts'a'?

B. Nda, doo diné yi.dii.ts'a' da, bilagáana t'éiyá yi.dii.ts'a'.

Use Phasedirected discourse

Nabídíłkid: (Name) diné-sh yi.dii.ts'a'?

Bidiní: Ou' éí di.ni.ts'a'.

Nabídíłkid: Nléí-sh diné yi.dii.ts'a'?

Bidiní: Nda, nléí bilagáana yi.dii.ts'a'.

Nabídíłkid: Nléí-sh diné yi.dii.ts'a'?

Bidiní: Ou' nléí éí yi.dii.ts'a'.

Nabídíłkid: (Name) bilagáana-sh yi.dii.ts'a'?

Bidiní: Ou' éí dii.s.ts'a'.

Nabídíłkid: (Name) naakaii-sh yi.dii.ts'a'?

Bidiní: Nda, naakaii doo dii.s.ts'a' da, diné t'éiyá dii.s.ts'a'.

appropriate response

1. Diné-sh yi.dii.ts'a'?
2. Bilagáana-sh yi.dii.ts'a'?
3. Naakaii-sh yi.dii.ts'a'?
4. Háa-di-sh ba.ghan?
5. Háí-sh bá na.ni.lnish?
6. Diné-sh di.ni.ts'a'?

listening for comprehension (picture of a teacher)

Díí bá'ólta'í Sali wo.lyé. Tséch'ízhí-di naa.lnish. Áa-di ba.ghan.
 Áłchíní yich'í' yá.łti'. Bilagáanak'eh-jí doo yich'í' yá.łti' da.
 Bilagáana doo yi.dii.ts'a' da. Diné t'éiyá yi.dii.ts'a'.

appropriate response

1. Haa wo.lyé?
2. Háa-di-sh naa.ghá?
3. Ha'át'íí-sh yaa naa.ghá?
4. Diné-sh yi.dii.ts'a'?
5. Diné-sh yi.dii.ts'a' dooleeł?

retelling

Tell a similar story of a teacher to the class.

- - - - -

Cycle 35

Manipulation Phasemodel

Diné dii.s.ts'a'.

I speak (hear) Navaho.

substitution

Diné

Naakaii

Bilagáana

Kiis'áanii

Dzilghá'í

Diné dii.s.ts'a'.

Naakaii dii.s.ts'a'.

Bilagáana dii.s.ts'a'.

Kiis'áanii dii.s.ts'a'.

Dzilghá'í dii.s.ts'a'.

expansion

TO THE STUDENT: éí means 'that.' It refers to a person or ideas already mentioned.

dii.s.ts'a'.

éí

dooleeł

Dii.s.ts'a'.

Éí dii.s.ts'a'.

Éí dii.s.ts'a' dooleeł.

substitution with pattern response

Diné doo dii.s.ts'a' da, éí dii.s.ts'a' dooleel.

Naakaii

Naakaii doo dii.s.ts'a' da, éí
dii.s.ts'a' dooleel.

Bilagáana

Bilagáana doo dii.s.ts'a' da, éí
dii.s.ts'a' dooleel.

Kiis'áanii

Kiis'áanii doo dii.s.ts'a' da, éí
dii.s.ts'a' dooleel.

Diné

Diné doo dii.s.ts'a' da, éí
dii.s.ts'a' dooleel.

Dzilghá'í

Dzilghá'í doo dii.s.ts'a' da, éí
dii.s.ts'a' dooleel.

pattern response

bilagáana, diné

Bilagáana doo dii.s.ts'a' da, diné
t'éiyá.

kiis'áanii, diné

Kiis'áanii, doo dii.s.ts'a' da, diné
t'éiyá.

diné, bilagáana

Diné doo dii.s.ts'a' da, bilagáana
t'éiyá.

dzilghá'í, naakaii

Dzilghá'í doo dii.s.ts'a' da, naakaii
t'éiyá.

naakaii, diné

Naakaii doo dii.s.ts'a' da, diné
t'éiyá.

diné, kiis'áanii

Diné doo dii.s.ts'a' da, kiis'áanii
t'éiyá.

model

Diné-sh di.ni.ts'a'?

Do you speak (hear) Navaho?

dialogue 1

A. Diné-sh di.ni.ts'a'?

B. Ou' diné dii.s.ts'a'.

dialogue 2

- A. Diné bizaad dii.s.ts'a'.
- B. Háí-sh bizaad di.ni.ts'a'?
- A. Diné bizaad dii.s.ts'a', ní.

Use Phaselistening for comprehension

- A. Bilagáana-sh di.ni.ts'a'?
- B. Doo házhó'ó dii.s.ts'a' da.
- A. Háí-sh éí nizhoní-go yi.dii.ts'a'?
- B. Ádin.
- A. Diné 'áts'íísí-go dii.s.ts'a'.
- B. Shí diné t'éiyá dii.s.ts'a'.

appropriate response

1. Bilagáana-sh yi.dii.ts'a'?
2. Yá'át'ééh-go-sh yi.dii.ts'a'?
3. Háí-sh bilagáana yi.dii.ts'a'?
4. Diné nizhoní-go-sh yi.dii.ts'a'?

restaging

Act out the dialogue. Your intent is to find out where Kee Begay's parents live.

Unit Five

REVIEW STAGELooking Back

- | | |
|---|-------------------------------------|
| A. Diné-sh yidiits'a'? | Does he speak Navaho? |
| B. Ou' nizhoní-go dinék'eh-jí yá.łti'. | Yes, he speaks it well. |
| A. Bich'i' yáníłti'. | Speak to him. |
| B. Héí, hágo. | Hey, come here. |
| ----- | |
| A. Diné diniits'a' ya'? | You speak Navaho, right? |
| B. 'Áłts'íísí-go diists'a'. | I speak a little bit. |
| A. Dinék'eh-jí yá'át'ééh-go yáníłti'. | You speak good Navaho. |
| ----- | |
| A. Yiizijh. | Stand up. |
| B. Yááh? | What? |
| C. Yiizijh nilní. | He says to you, "Stand up." |
| ----- | |
| A. Kíi-sh ha'át'íí yaa 'ólta'? | What is Kee studying about? |
| B. Diné bizaad yaa 'ólta'. | He is studying about Navaho. |
| ----- | |
| Díí bá'ólta'í ólta'-di naa.lnish. | This teacher works at the school. |
| Bilagáanak'eh-jí yá.łti'. | She speaks English. |
| Áłchíní bilagáanak'eh-jí yich'i' yá.łti'. | She speaks English to the children. |
| Doo házhó'ó dinék'eh-jí yá.łti' da. | She doesn't speak Navaho very well. |

- | | | |
|----|--------------------------|---------------------------|
| A. | Awéé'-sh yáłti'? | Does the baby talk? |
| B. | Doo yáłti' da. | She does not talk. |
| A. | Haa-sh wo.lyé? | What is her name? |
| B. | Sali wolyé. | Her name is Sally. |
| A. | Háí-sh bimá? | Who is her mother? |
| B. | T'áá shí shimá bimá. | My mother is her mother. |
| A. | Nimá kóó-sh naa.ghá? | Is your mother here? |
| B. | Dooda. | No. |
| A. | Ha'át'íí-sh yaa naa.ghá? | What is she doing? |
| B. | Doo yaa naa.gháa da. | She isn't doing anything. |

- | | | |
|----|-------------------------------------|--|
| A. | Diné'eh-jí-ísh yáníłti'? | Do you speak Navaho? |
| B. | Dooda, doo házhó'ó yáshti' da. | No, I don't speak it very well. |
| A. | Nagháí-sha' yá'át'ééh-go-sh yáłti'? | What about that one, does he speak well? |
| B. | Ou', nizhoní-go yáłti'. | Yes, he speaks it well. |
| A. | Kíi, háa-di-sh na.ghan. | Kee, where do you live? |
| C. | Ńléí dził bitsíí-di sha.ghan. | I live over there at the foot of the hill. |

Unit Six

PREPARATION STAGEProgramgrammatical points

1. Another pattern that often occurs in Navaho is listed below.

yíní + sh → yínísh

yíní + ni → yíní

yíní + ∅ → yó (or wó)

2. yíní is an inside adverb prefix meaning reciprocal effect.
3. Which result is correct according to the rule?

yíní

yíníni or yíní

dropped

4. Is the -ni- dropped or retained in the result of the rule?
5. yíní is merely added to the person markers as in other prefixation processes. Write the basic pattern of rules for yíní plus the person markers.

yíní + sh → yínísh

yíní + ni → yíní

yíní + ∅ → yó/wó

-ni-

6. Which person marker is lost in prefixation?

7. Note the following morphophonemic change:
if we add the object prefix 'a, 'something'
to yíní, we have 'ííní.

'íínísh

'a + yíní + sh → _____

'ííní

'a + yíní + ni → _____

'ó

'a + yíní + ø → _____

8. Note also:
if it were not for another important rule, 'I
hear' would be diishts'a'. However a rule of
consonant assimilation requires the form to
be diists'a'.
9. Compare the non-existent (but expected) form
diishts'a' and the existent form diists'a'.
What does the sh sound change to? _____
10. The first person prefix sh changes to s before
a stem which contains in it (whether initially
or elsewhere) one or more of the consonants z,
s, dz, ts, or ts'. Similarly, zh changes to z.
11. More generally, we can say that the consonants
sh and zh are incompatible in the same word with
any of the consonants z, s, dz, ts, ts'. When
joined in the same word with anyone of these
five consonants, zh and sh change to z and s
respectively.

yis.díís 'I am pulling it'

yis.sééh 'I tan it'

binás.dzid 'I am afraid of it'

ánis.ts'íísí 'I am small'

12. Diné bizaad baa 'ííníshhta'.

'I study something about Navaho.'

13. The glottal stop in 'ííńishta represents the idea of 'something.' (Remember that 'a, 'something' + yínish changes to 'ííńish.

yínishta'

'I read it.'

'ííńishta'

'I read (something)'

'ółta'

'He studies (something)'

'something'

14. What does the glottal stop in 'ííńishta mean?

Summary

PREFIXATION:

Prefixes that occur in the same slot as di in diits'a and yíní in yínílyé (inside adverb prefixes) lose the -ni- second person marker.

THE INDEFINITE PRONOUN:

The pronoun 'a means 'something.' When it is added to yínishta, 'I read it.' it becomes 'ííńishta, 'I read (something)'.

CONSONANT ASSIMILATION:

The consonants sh and zh are incompatible in the same word with any of the consonants z, s, dz, ts, or ts'. When joined in the same word with any one of these five consonants zh and sh change to z and s respectively.

Written Exercises

1. Circle the correct form of the verb 'you are called' and tell why it is correct.

yínínílyé

yínílyé

Now circle the correct form of the following verbs:

'you pick them'	yíníbé	yíníníbé
'you stare at it'	yínínílgéézh	yínílgéézh
'you are black'	yininijííh	yinijííh
'you cry'	yínínícha	yínícha

2. The following verbs all mean 'to read.' Write them in the space by the proper English translation.

'I'	yíníshta'	'ííníshta'
'you'	yíníłta'	'ííníłta'
'he'	yółta'	'ółta'

'I read'	_____
'he reads (something)'	_____
'you read (something)'	_____
'you read'	_____
'I read (something)'	_____
'he reads'	_____

The following verbs all mean 'to paint.' Write them in the space by the proper English translation.

'I'	yishdleesh	'ashdleesh
'you'	nidleesh	'íidleesh
'he'	yidleesh	'adleesh

'you paint (something)'	_____
'I paint'	_____
'he paints (something)'	_____
'you paint'	_____
'he paints'	_____
'I paint (something)'	_____

3. Complete the sentence:

Before a stem containing the consonants s, z, dz, ts, or ts', sh becomes _____ and zh becomes _____.

Circle the correct form of these verbs:

yídéesh.ts'ííł

yídées.ts'ííł

ghós.séél

ghósh. séél

'ees.dzíí'

'eesh.dzíí'

'ádíínísh.zin

'ádíínís.zin

yínís.tsa'

yínísh.tsa'

Listening In

- A. Haa-sh yinílyé?
- B. John yinishyé.
- A. Haa-di-sh 'ííníłta'?
- B. Na'ńzhoozhí-di 'ííníshta'.
- A. Bilagáana bizaad-ísh baa 'ííníłta'?
- B. Dooda, diné bahane' baa 'ííníshta'.

- A. Haa nízaad-jí' 'ííníłta' nt'ée'?
- B. Ashdladiin dahalzhin-jí' 'ííníshta' nt'ée'.
- A. Haa nízaad-jí' bilagáana bizaad baa 'ííníłta'?
- B. T'áálá'í-di ahée'ílkid-jí' baa 'ííníshta'.

Memorization

- A. Haa-di-sh diné bizaad baa 'ííníłta' nt'ée'?
- B. Ch'ííníí-di diné bizaad baa 'ííníshta' nt'ée'.

Looking AheadVocabularyimmediate use

yínishyé

I am called, my name is

yínílyé

you are called, your name is

'ííníłta'

you study, go to school

ashdladiin

fifty

dahalzhin

minute (dot, speck)

naaki

two

ahéé'íłkid

hour

anticipated use

neiilnish

we (2) work

naałnish

you (2) work

'ííníłta'

we go to school

'íínółta'	you go to school
naa'aash	they (2) are walking around
naakai	they (3) are walking around
sizí	they (2) are standing (around)
siké	they (2) are sitting
sitéézh	they (2) are lying down
'ałhosh	they (2) are sleeping
'atł'ó	they (2) are weaving
neiit'aash	we (2) are walking around
naah'aash	you (2) are walking around
siiké	we (2) are sitting

siidzǐ

we (2) are standing

siitéézh

we (2) are lying down

yéiilti'

we (2) are speaking

yáołti'

you (2) are talking

Listening for Study

- A. Háa-di-sh naah'aash nt'éé'? Where did you (2) live?
 B. Ch'ínlíí-di neit'aash nt'éé'. We lived in Chinle.
 A. Ha'át'íí-sh baa naah'aash nt'éé'? What were you (2) doing?
 B. Doo baa neit'ashí da. We didn't do anything.

- A. Háá-dóó naahkai? Where are you (3) from?
 B. Hastiin Yázhí baghan-dóó neikai. We are from Little Man's house.
 A. Áa-di-sh hastóí ndaalnish. Are the men working there?

- A. Ólta'-dóó neikai. We are from the school.
 B. Ha'át'íí-sh baa naahkai? What are you doing?
 A. Da'ííníilta' nt'éé'. We were studying.
 B. Ha'át'íí-sh baa da'íínólta'? What are you studying?

- | | | |
|----|------------------------------|--|
| A. | Ha'át'íí-sh baa yáołti'? | What are you (2) talking about? |
| B. | Diné dóó kéyah baa yéiilti'. | We are talking about the Navahos and the land. |

Survival Expressions

expressions needed for classroom operation

Bik'ida'dootá?	Do you (3) understand? (get it)
Bik'idi'nitá?	Do you (1) understand? (get it)
K'ad-ísh?	Ready?
K'ad.	Ready.

survival expressions

T'ah dooda.	Not yet.
Tsííł-go.	Hurry.
Shiká ánílyeed.	Help me.
Lizhin.	It is black.
Łitso.	It is yellow.
Łigai.	It is white.
Łichíí'.	It is red.

what does it mean?

Diné nizhoní-go diists'a' dooleełéę.
 Naashnish le'.
 Kóó naa.gháá dooleełéę.
 K'ad asháa-go le'.
 Ch'ínłíí-di naa.sháa le'.

how do you say?

That's all, finished.

Really?

Come here.

O. K.

They speak Navaho.

Unit Six

CORE STAGE

Cycle 36

Manipulation Phasemodel

John yí.ní.sh.yé. (yí.ní.sh.lyé) My name is John.
--

substitution

John
Henry
Paul
Kee
Baa'
Molly

John yí.ní.sh.yé.
Henry yí.ní.sh.yé.
Paul yí.ní.sh.yé.
Kíi yí.ní.sh.yé.
Baa' yí.ní.sh.yé.
Molly yí.ní.sh.yé.

model

Haa-sh yí.ní.lyé?	What is your name?
-------------------	--------------------

substitution

John
Henry
Kee
Chii
Sali
Mary

Da' John yí.ní.lyé?
Da' Henry yí.ní.lyé?
Da' Kíi yí.ní.lyé?
Da' Chii yí.ní.lyé?
Da' Sali yí.ní.lyé?
Da' Mary yí.ní.lyé?

dialogue

A. Haa-sh yí.ní.lyé?

B. John yí.ní.sh.yé.

A. Díkwíí-sh ní.náá.hai?

Use Phaselistening for comprehension

Díí ashkii Kíi wo.lyé. Kíi doo 'ó.łta' da. Naadiin binááhai. Naat'áanii Nééz-di bi'dizhchí. K'ad hooghan-di naa.ghá.

appropriate response

1. Haa-sh wo.lyé?
2. Haa-sh yí.ní.lyé?
3. Háa-di-sh 'ó.łta'?
4. Díkwíí-sh binááhai?
5. Díkwíí-sh ninááhai?
6. Háa-di-sh bi'dizhchí?
7. Háa-di-sh ni'dizhchí?
8. Háa-di-sh naa.ghá?

recapitulation

Restate only the highlights.

restaging

Create a dialogue for the story about Kee.

activities

Interview a couple of members in the class. Report your findings to the class.

Interview

Haa-sh yí.ní.lyé?
 Nizhé'é haa-sh wo.lyé?
 Háa-di-sh ni'dizhchí?
 Díkwíí-sh ninááhai?
 Háa-di-sh nihi.ghan?
 Nizhé'é háa-di-sh naa.lnish?

Cycle 37

Manipulation Phasemodel

Tséch'ízhí-di 'íí.ní.sh.ta'. ('íí.ní.sh.łta').

I go to school at Rough Rock.

substitution

Chicago
Ch'ínlíí
Naat'áanii Nééz
Na'ńzhoozhí (Gallup)
Hoozdoh

Chicago-di 'íí.ní.sh.ta'.
Ch'ínlíí-di 'íí.ní.sh.ta'.
Naat'áanii Nééz-di 'íí.ní.sh.ta'.
Na'ńzhoozhí-di 'íí.ní.sh.ta'.
Hoozdoh-di 'íí.ní.sh.ta'.

model

Háa-di-sh 'íí.ní.łta'? ('íí.ní.ni.łta'?)

Where do you go to school?

substitution

Chicago
Ch'ínlíí
Naat'áanii Nééz
Na'ńzhoozhí
Hoozdoh
Tséch'ízhí

Chicago-di-sh 'íí.ní.łta'?
Ch'ínlíí-di-sh 'íí.ní.łta'?
Naat'áanii Nééz-di-sh 'íí.ní.łta'?
Na'ńzhoozhí-di-sh 'íí.ní.łta'?
Hoozdoh-di-sh 'íí.ní.łta'?
Tséch'ízhí-di-sh 'íí.ní.łta'?

dialogue

A. Háa-di-sh 'íí.ní.łta'?

B. Tséch'ízhí-di 'íí.ní.sh.ta'.

Use Phaselistening for comprehension

Sali yi.ní.sh.yé. Tséch'ízhí-di 'íí.ní.sh.ta'. Shá'ólta'í bilagáanak'eh-jí
shich'í' yá.łti'. Éí doo dii.s.ts'a' da. Diné t'éiyá dii.s.ts'a'.

appropriate response

1. Haa-sh wo.lyé?
2. Háa-di-sh 'ó.łta'?
3. Bá'ólta'í diné-sh yi.dii.ts'a'?
4. Sali-ísh bilagáana yi.dii.ts'a'?

directed discourse

Nabídíłkid: Háa-di-sh 'ó.łta'?

Diné-sh yi.dii.ts'a'?

Haa-sh wo.lyé?

Háa-di-sh ba.ghan?

Háa-di-sh naa.lnish?

Háí-sh yá naa.lnish?

Háa-di-sh bi'dizhchí?

Díkwíí-sh binááhai?

- - - - -

Cycle 38

Manipulation Phasemodel

Diné bizaad baa 'íí.ní.sh.ta'. I study Navaho.

substitution

Diné bizaad
 Naakaii bizaad
 Bilagáana bizaad
 Dziłghá'í bizaad
 Diné bahane'
 Naakaii bahane'
 Bilagáana bahane'

Diné bizaad baa 'íí.ní.sh.ta'.
 Naakaii bizaad baa 'íí.ní.sh.ta'.
 Bilagáana bizaad baa 'íí.ní.sh.ta'.
 Dziłghá'í bizaad baa 'íí.ní.sh.ta'.
 Diné bahane' baa 'íí.ní.sh.ta'.
 Naakaii bahane' baa 'íí.ní.sh.ta'.
 Bilagáana bahane' baa 'íí.ní.sh.ta'.

variable slot substitution

Diné bizaad baa 'íí.ní.sh.ta'.
 Diné bahane' baa 'íí.ní.sh.ta'.
 Diné bahane' baa 'íí.ní.łta'.
 Naakaii bizaad baa 'íí.ní.łta'.
 Naakaii bizaad yaa 'ó.łta'.
 Bilagáana bizaad yaa 'ó.łta'.
 Bilagáana bizaad baa 'íí.ní.łta'.
 Bilagáana bizaad-ísh baa 'íí.ní.łta'?
 Bilagáana bizaad-ísh baa 'íí.ní.sh.ta'?
 Bilagáana bizaad baa 'íí.ní.sh.ta'?

model

Diné bizaad-ísh baa 'íí.ní.łta'? Are you studying Navaho?

substitution

bahane'-ésh
 Naakaii bahane'-ésh
 Bilagáana bizaad-ísh
 ha'át'íí-sh

Diné bahane'-ésh baa 'íí.ní.łta'?
 Naakaii bahane'-ésh baa 'íí.ní.łta'?
 Bilagáana bizaad-ísh baa 'íí.ní.łta'?
 Ha'át'íí-sh baa 'íí.ní.łta'?

dialogue

- A. Diné bizaad-ísh baa 'íí.ní.łta'?
 B. Diné bizaad baa 'íí.ní.sh.ta'.

Use Phaselistening for comprehension

- A. Háa-di-sh na.ni.náá dooleel?
 B. Ó'lta'-di naa.sháá dooleel.
 A. Ha'át'íí-sh baa na.ni.náá dooleel, áa-di?
 B. Diné bahane' baa 'íí.ní.sh.ta' dooleel.
 A. Diné-sh bizaad baa 'íí.ní.lta', áa-di?
 B. Ou' diné doo házhó'ó dii.s.ts'a' da.

appropriate response

1. Háa-di-sh naa.gháá doo.
 2. Ha'át'íí-sh yaa naa.gháá doo.
 3. Ha'át'íí-sh yaa 'ó.lta'?
 4. Diné-sh yi.dii.ts'a'?

listening for comprehension

- A. Háa-di-sh 'íí.ní.lta'?
 B. Doo 'íí.ní.sh.ta' da.
 A. Bilagáana doo di.ni.ts'a' da, ya'?
 B. Ou' éí doo dii.s.ts'a' da. Diné t'éiyá dii.s.ts'a'.
 A. Shí diné áłts'íísí-go dii.ts'a'.
 B. Éí-sh baa 'íí.ní.lta'. Nizhoní-go yá.ní.lta'.

appropriate response

1. Háa-di-sh 'ó.lta'?
 2. Bilagáana-sh yi.dii.ts'a'?
 3. Diné-sh t'éiyá yi.dii.ts'a' yá'?
 4. Diné bizaad-ísh yaa 'ó.lta'?

restaging

Act out the two dialogues. Combine them into one dialogue.

questioning

After two students have combined the dialogue, other members of the class are to ask each other questions about what was said.

- - - - -

Cycle 39

Manipulation Phasemodel

Ólta'-di bilagáana bizaad baa 'íí.ní.sh.ta'.

I study English at school.

substitution

Naat'áanii Nééz

Ólta'

hooghan

Hoozdoh

Na'ńzhoozhí

Naat'áanii Nééz-di bilagáana
bizaad baa 'íí.ní.sh.ta'.

Ólta'-di bilagáana bizaad
baa 'íí.ní.sh.ta'.

Hooghan-di bilagáana bizaad
baa 'íí.ní.sh.ta'.

Hoozdoh-di bilagáana bizaad
baa 'íí.ní.sh.ta'.

Na'ńzhoozhí-di bilagáana bizaad
baa 'íí.ní.sh.ta'.

variable slot substitution

Naat'áanii Nééz-di bilagáana bizaad baa 'íí.ní.sh.ta'.

Naat'áanii Nééz-di diné bizaad baa 'íí.ní.sh.ta'.

Naat'áanii Nééz-di diné bizaad baa 'íí.ní.łta'.

Naat'áanii Nééz-di diné bizaad-ísh baa 'íí.ní.łta'.

Tséch'ízhí-di diné bizaad-ísh baa 'íí.ní.łta'.

Háa-di-sh diné bizaad baa 'íí.ní.łta'?

Háa-di-sh diné bizaad yaa 'ó.łta'?

Háa-di-sh naakaii bizaad yaa 'ó.łta'?

Na'ńzhoozhí-di naakaii bizaad yaa 'ó.łta'?

Na'ńzhoozhí-di naakaii bizaad baa 'íí.ní.sh.ta'.

Naat'áanii Nééz-di naakaii bizaad baa 'íí.ní.sh.ta'.

Naat'áanii Nééz-di bilagáana bizaad baa 'íí.ní.sh.ta'.

model

Háa-di-sh bilagáana bizaad baa 'íí.ní.łta'?

Where do you study English?

integration

Bilagáana bizaad-ísh baa 'íí.ní.łta'? Haa-di-sh 'íí.ní.łta'?

Haa-di-sh bilagáana bizaad baa 'íí.ní.łta'?

Diné bizaad-ísh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?
Naakaii bizaad-ísh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?
Bilagáana bizaad-ísh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?
Diné bahane'-ésh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?
Naakaii bahane'-ésh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?
Bilagáana bahane'-ésh baa 'íí.ní.łta'?	Haa-di-sh 'íí.ní.łta'?

dialogue 1

- A. Haa-di-sh bilagáana bizaad baa 'íí.ní.łta'?
- B. Ólta'-di bilagáana bizaad baa 'íí.ní.sh.ta'.

dialogue 2

- A. Haa-di-sh 'íí.ní.łta'?
- B. Naat'áanii Nééz-di 'íí.ní.sh.ta'.
- A. Ha'át'íí-sh baa 'íí.ní.łta'?
- B. Bilagáana bizaad baa 'íí.ní.sh.ta'.

Use Phaselistening for comprehension

Shimá doo 'ó.łta' da. Hoozdoh-di naa.lnish. Áa-di naa.ghá. Harry yi.ni.sh.yé. Naadiin shinááhai. Ólta' bá naa.sh.nish. Diné dii.s.ts'a'.

appropriate response

1. Nimá-sh 'ó.łta'?
2. Haa-sh yi.ní.lyé?
3. Bilagáana bizaad baa 'íí.ní.łta'?
4. Ha'át'íí-sh bik'é na.ni.lnish?
5. Henry háa-di-sh naa.lnish?

listening for comprehension

1. Teacher present to the class a brief autobiography.
2. Have a member of the class retell the autobiography.
3. Have members of the class present autobiographies.
4. Ask the person who presented the autobiography questions concerning his story.
5. The person who told the autobiography can ask members of the class about the story.

- - - - -

Cycle 40

Manipulation Phasemodel

Ashdladiin dahalzhin-jí' íí.ní.sh.ta' nt'ée'.

I studied 50 minutes.

TO THE STUDENT: nt'ée' indicates a past time. jí' means 'up to' or 'as far as.'

substitution

naadiin

Naadiin dahalzhin-jí' íí.ní.sh.ta' nt'ée'.

tádiin (30)

Tádiin dahalzhin-jí' íí.ní.sh.ta' nt'ée'.

dízdíin (40)

Dízdíin dahalzhin-jí' íí.ní.sh.ta' nt'ée'.

ashdladiin (50)

Ashdladiin dahalzhin-jí' íí.ní.sh.ta' nt'ée'.

hastádiin (60)

tsosts'idiin (70)

Hastádiin dahalzhin-jí' íí.ní.sh.ta'
ńt'ěě'.Tsosts'idiin dahalzhin-jí' íí.ní.sh.ta'
ńt'ěě'.substitution

naadiin

tádiin

dízdiin

ashdladiin

hastádiin

tsosts'idiin

Naadiin dahalzhin-jí' áa-di
naa.sháá dooleeł.Tádiin dahalzhin-jí' áa-di
naa.sháá dooleeł.Dízdiin dahalzhin-jí' áa-di
naa.sháá dooleeł.Ashdladiin dahalzhin-jí' áa-di
naa.sháá dooleeł.Hastádiin dahalzhin-jí' áa-di
naa.sháá dooleeł.Tsosts'idiin dahalzhin-jí' áa-di
naa.sháá dooleeł.variable slot substitution

Naadiin dahalzhin-jí' áa-di naa.gháá ńt'ěě'.

Naadiin dahalzhin-jí' áa-di naa.lnish ńt'ěě'.

Dízdiin dahalzhin-jí' áa-di naa.lnish ńt'ěě'.

Dízdiin dahalzhin-jí' hooghan-di naa.lnish ńt'ěě'.

Dízdiin dahalzhin-jí' hooghan-di naa.lnish dooleeł.

Dízdiin dahalzhin-jí' hooghan-di na.ni.náá dooleeł.

Hastádiin dahalzhin-jí' hooghan-di na.ni.náá dooleeł.

Hastádiin dahalzhin-jí' kin-di na.ni.náá dooleeł.

Hastádiin dahalzhin-jí' kin-di naa.sh.nish dooleeł.

Hastádiin dahalzhin-jí' kin-di naa.sh.nish ńt'ěě'.

Tádiin dahalzhin-jí' kin-di naa.sh.nish ńt'ěě'.

Tádiin dahalzhin-jí' kin-di naa.gháá ńt'ěě'.

Naadiin dahalzhin-jí' kin-di naa.gháá ńt'ěě'.

model

Haa nízaad-jí' íí.ní.łta' ńt'ěě'? How long were you studying?
--

variable slot substitution

Naaki' nááhai-jí' áa-di naa.sháá nt'ée'.

Táá' nááhai-jí' áa-di naa.sháá nt'ée'.

Táá' nááhai-jí' áa-di naa.gháá nt'ée'.

Táá' nááhai-jí' Ch'ínlíí-di naa.gháá nt'ée'.

Tsosts'id nááhai-jí' Ch'ínlíí-di naa.gháá nt'ée'.

Tsosts'id nááhai-jí' Ch'ínlíí-di naa.lnish nt'ée'.

Díkwíí-sh nááhai-jí' Ch'ínlíí-di naa.lnish nt'ée'?

Díkwíí-sh nááhai-jí' Ch'ínlíí-di na.ni.náá nt'ée'?

Díkwíí-sh nááhai-jí' Ch'ínlíí-di na.ni.náá doolee?

Díkwíí-sh nááhai-jí' Ch'ínlíí-di 'ó.łta' doolee?

dialogue

- A. Haa nízaad-jí' íí.ní.łta' nt'ée'?
- B. Ashdladiin dahalzhin-jí' íí.ní.sh.ta'.

Use Phaselistening for comprehension

Díí Kíi bahane' á.t'é. Kíi ashdla'áadah binááhai. Chidí yinaa.lnish.
Dídziin dahalzhin-jí' yinaa.lnish. Ółta'-di chidí yaa 'ó.łta'. Naaki
nááhai-jí' áa-di 'ó.łta'.

appropriate response

1. Ashkii haa-sh wo.lyé?
2. Díkwíí-sh binááhai?
3. Ha'át'íí-sh yaa naa.ghá?
4. Haa nízaad-jí' chidí yinaa.lnish?
5. Da' 'ó.łta'?
6. Ha'át'íí-sh yaa 'ó.łta'?
7. Haa nízaad-jí' áa-di 'ó.łta'?

retelling

Retell the story.

directed discourse

Ábidiní: Diné bizaad-ísh yaa 'ó.łta'?
 Haa nízaad-jí' éí yaa 'ó.łta'?
 Háa-di-sh 'ó.łta'?
 Diné-sh yi.dii.ts'a'?
 Haa nízaad-jí' Tséch'ízhí-di naa.gháá nt'éé'?
 Díkwíí nááhai-jí' áa-di naa.gháá dooleel?

Cycle 41

Manipulation Phasemodel

Naaki-di ahéé'ílkid-go diné bizaad baa 'íí.ní.sh.ta' doo.
 I will study Navaho for two hours.

substitution

naaki-di	Naaki-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.
táá'-di	Táá'-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.
díí'-di	Díí'-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.
ashdla'-di	Ashdla'-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.
tsebíí-di (eight)	Tsebíí-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.
náhást'éí (nine)	Náhást'éí-di ahéé'ílkid-go baa
	'íí.ní.sh.ta' doo.

substitution

naaki-di

táá'-di

díí'-di

ashdla'-di

tsebíí-di

náhást'éí

Naaki-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.Táá'-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.Díí'-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.Ashdla'-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.Tsebíí-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.Náhást'éí-di ahéé'ílkid-go Ch'ínlíí-di
naa.sháá dooleeł.substitution

naaki-di

táá'-di

díí'-di

ashdla'-di

tsebíí-di

náhást'éí

Naaki-di ahéé'ílkid-go kóó naa.sh.nish
dooleeł.Táá'-di ahéé'ílkid-go kóó naa.sh.nish
dooleeł.Díí'-di ahéé'ílkid-go kóó naa.sh.nish
dooleeł.Ashdla'-di ahéé'ílkid-go kóó
naa.sh.nish dooleeł.Tsebíí-di ahéé'ílkid-go kóó naa.sh.nish
dooleeł.Náhást'éí-di ahéé'ílkid-go kóó
naa.sh.nish dooleeł.model

Haa nízaad-go diné bizaad baa 'íí.ní.łta' doo?

How long will you study Navaho?

substitution

diné bizaad baa 'íí.ní.łta'

kóó naa.gháá

áa-di na.ni.lnish

áa-di na.ni.ná

áa-di 'íí.ní.łta'

diné'eh-jí yá.ní.łta'

Na'ńzhoozhí-di 'ó.łta'

Haa nízaad-go diné bizaad baa
'íí.ní.łta' doo?

Haa nízaad-go kóó naa.gháá doo?

Haa nízaad-go áa-di na.ni.lnish doo?

Haa nízaad-go áa-di na.ni.ná doo?

Haa nízaad-go áa-di 'íí.ní.łta' doo?

Haa nízaad-go diné'eh-jí yá.ní.łta'
doo?

Haa nízaad-go Na'ńzhoozhí-di 'ó.łta'
doo?

dialogue

A. Haa nízaad-go diné bizaad baa 'íí.ní.łta' doo?

B. Naaki-di ahéé'ílkid-go baa 'íí.ní.sh.łta' doo.

Use Phaselistening for comprehension

Molly 'ó.łta'. Nléí Chicago-di 'ó.łta'. Díí' nááhai-go áa-di naa.gháá
dooleeł. Bilagáana bizaad yaa 'ó.łta'. Naaki nááhai-go éí yaa 'ó.łta'.
Wááshindoon yá naa.lnish-dó'.

appropriate response

1. Háa-di-sh 'ó.łta'?
2. Áa-di-sh naa.ghá?
3. Háí-sh yá naa.lnish?
4. Ha'át'íí-sh yaa 'ó.łta'?
5. Haa nízaad-go éí yaa 'ó.łta'?
6. Haa nízaad-go bilagáana bizaad baa 'íí.ní.łta'?
7. Háa-di-sh 'íí.ní.łta'?
8. Ha'át'íí-sh baa 'íí.ní.łta'?
9. Haa nízaad-jí 'íí.ní.łta'?
10. Diné bizaad-ísh baa 'íí.ní.łta'?
11. Haa nízaad-go na.ni.lnish doo?

recapitulization

Recapitulate the story.

Unit Six

REVIEW STAGELooking Back

- A. Diné-sh bizaad baa 'ííníłta'? Are you studying Navaho?
- B. Dooda, doo baa 'ííníshata' da. No, I'm not studying it.
- A. Ha'át'íí-sh baa 'ííníłta'? What are you reading?
- B. Hastiin Nixon wolyéí baa 'ííníshata'. I'm reading about Nixon.
-
- A. Haa nízaad-ji' Chicago-di 'ííníłta' How long were you at school in
 ńt'éé'? Chicago?
- B. Tsosts'id nááhai-ji'. Seven years.
- A. Da' bilagáana bizaad baa Were you studying English?
 'ííníłta' ńt'éé'?
- B. Ndaga' Nope!
-
- A. Háa-di-sh 'íí.ní.łta'? Where do you go to school?
- B. Naat'aanii Nééz-di 'íí.ní.sh.ta'. I go to school at Shiprock.
- A. Ha'át'íí-sh baa 'íí.ní.łta'? What are you studying about?
- B. Bilagáana bizaad baa I'm studying English.
 'íí.ní.sh.ta'.
-

A. Haa-sh yi.ní.lyé?

What is your name?

B. John yi.ní.sh.yé.

My name is John.

A. Díkwíí-sh ni.náá.hai?

How old are you?

A. Háa-di-sh na.ni.náá dooleeł?

Where will you be walking around?

B. Ó'lta'-di naa.sháá dooleeł.

I will be at school.

A. Ha'át'íí-sh baa na.ni.náá
dooleeł, áa-di?

What will you be doing over there?

B. Diné bahane' baa 'íí.ní.sh.ta'
dooleeł.

I will be studying about Navaho
stories.

A. Diné-sh bizaad baa 'íí.ní.łta',
áa-di?

Are you studying Navaho over there?

B. Ou' diné doo házhó'ó dii.s.ts'a'
da.

Yes, I don't understand Navaho very
well.

Shimá doo 'ó.łta' da.

My mother doesn't go to school.

Hoozdoh-di naa.lnish.

She works at Phoenix.

Áa-di naa.ghá.

She lives there.

Harry yi.ní.sh.yé.

My name is Harry.

Naadiin shinááhai.

I am twenty years old.

Ólta' bá naa.sh.nish.

I work for the school.

Diné dii.s.ts'a'.

I understand Navaho.

Sali yi.ni.sh.yé.

My name is Sally.

Tséch'ízhí-di 'íí.ní.sh.ta'.

I go to school at Rough Rock.

Shá'ólta'í bilagáanak'eh-jí shich'í'
yá.łti'.

My teacher speaks to me in English.

Éí doo dii.s.ts'a' da.

I don't understand her.

Diné t'éiyá dii.s.ts'a'.

I only understand Navaho.

Unit Seven

PREPARATION STAGEProgramintroduction

English has singular and plural forms. Plural covers two or more. Navaho, however, has singular and two plural forms. A distinction is made between two, on one hand, and several, three or more, on the other. That is, Navaho has a dual distinct from a plural form. Dual indicates only two, no more, no less. The plural in Navaho indicates three or more.

grammatical points

1. Compare:

yéiilti 'we (2) speak'

neiilnish 'we (2) work'

2. The vowels before the stems lti, 'speak' and lnish, 'work' are the same. ii is the person marker for 'we (2).'

yá + ii → yéii

na + ii → neii

ii

3. What is the person marker for 'we (2)'?

4. a + ii → e + ii

Write the forms for yá } +ii 'we (2)'
na }

yéii

neii

5. Compare:

yáaltí 'you (2) speak'

naalnish 'you (2) work'

6. oh is the second person dual marker, 'you (2)'. It frequently undergoes modification.

yá + oh → yááh (yááhti' 'you (2) speak)

na + oh → naah (naahlnish 'you (2) work)

7. Write the result.

yááh

yá + oh _____

naah

na + oh _____

8. Notice that yááh.ti' and naah.lnish are pronounced yááhti' and naahlnish.
9. The rule is: h + l → ɬ (h serves to unvoice a following l. The two coalesce and are written simply as ɬ.)

(review)

10. Write the person markers for a verb. There are five of them.

-sh- -ii-

-ni- -oh-

-∅-

na, ya

11. What two prefixes have you learned that go with the stems lnish and ti'?

12. Write the formula for na + the person markers.

na + sh → naash

na + ni → nani

na + ∅ → naa

na + ii → neii

na + oh → naah

13. Now replace the na with the yá.

yásh

yání

yá

yéii

yááh

l

'ííníi

drops out

'íínóh

14. What is the result of h + l?
15. What is the result of 'ííní + -ii-?
16. The rule is: 'ííní + ii → 'ííníi.
17. A sequence of three identical vowels, such as iii, cannot occur in Navaho. Where three such vowels come together, as in 'ííní + ii, one of them (drops out/changes to a)?
18. 'ííní + -oh- is 'íínóh.
19. The -i- of 'ííní drops. Write the result of 'ííní + oh.
20. Most English verbs retain the same stem shape from present to past. I walk, I walked.
21. English has two verbs whose stems change completely from present to past tense:
- | | | |
|------|---|--------|
| I go | - | I went |
| I am | - | I was |
22. And the verb to be changes completely from one person to another.

I am (cf. I walk)

you are (cf. you walk)

he is (cf. he walks)

23. Navaho has much more of this kind of total or suppletive stem change.
24. Stem alternates which are wholly different from each other are called SUPPLETIVE ALTERNATES.
25. 'to walk around'

naashá	neiit'aash	neiikai
naniná	naah'aash	naahkai
naaghá	naa'aash	naakai

Navaho has a group of verbs that deal with the concept of going. These verbs can be classed as 'Go Verbs.'

go verbs

26. What class of verbs deal with the concept of going?
27. One of the distinguishing characteristics of 'go verbs' is that the verb stems have suppletive alternates.
28. One stem shape is used in singular, one in dual, and one in several plural.
29. For singular, ghá is used; for dual, 'aash is used; for plural, kai is used.

yes

30. Are these suppletive alternates?
31. Write the three stem alternates for 'going' according to the number involved.

ghá

(singular)

'aash

(dual)

kai

(plural)

number

32. The stem alternate indicates the (sex/number) of people involved in the act of going.

singular

kai

'aash

naa

verb stem

33. Is ghá, 'go' the singular, dual, or plural stem?
34. Which stem tells us that several people go around?
35. Which one do we use for 'two people go around?'
36. In naaghá, naa'aash, and naakai, which part of the three verbs is the same?
37. Naa carries over from singular to dual to plural. What part of the verb is it that changes?
38. The 3rd person is the simplest form to learn because the person marker is [ø].
39. Compare:

naaghánaah'aashnaahkai'aash and kai

The dual and plural forms of 'you' are the same except for the stem. What are the stems?

40. Naah is the form used for two or more. Write naah before the dual and plural stem.

naah'aash

naahkai

41. neiit'aash neiikai

These two verbs appear to be irregular. What should the stem be for the dual verb 'two persons go around'?

'aash

42. For now, the dual 'we' should always be watched because of stem changes. You will learn why later.

43. Compare:

naashá
naniná
naaghá

The third person verb stem is considered the basic form of the verb.

44. gh of ghá is an unstable consonant. In many verbs gh will change its shape.

it is dropped

45. When sh and gh combine, what apparently becomes of the gh?

sh

46. When sh and gh combine, what is the result?

it dropped

47. What happened to the gh?

ná

48. When (na)ni + gh combine, the gh changes to n. It changes from ghá to ____.

49. Write the verbs as they are supposed to be:

naashá

naash ghá _____

naniná

nani ghá _____

plural

50. da indicates the plural. You have learned a word already with da. Da'íísółts'áá! 'listen.' What does da indicate?

dadohní

51. Write another word that you have learned that has this plural prefix. (It means 'say it.')

no

52. da is not always the first syllable in a verb. Sometimes a prefix will come before it as in ndaalnish, 'they (3) work.' Is da always first in a verb?

53. Write an example of a prefix before da 'plural.'

ndaalnish

ndaa

ndaalnish

'they work'

it dropped

54. When na + ∅ combine, we get naa. What do you get if we combine na + da + ∅?
55. Add ndaa to the stem lnish.
56. What does ndaalnish mean?
57. What happened to the vowel in na when it was added to the 'plural' da?
58. yá from yálti' is a prefix in the same slot as na of naalnish. The plural 'da' follows the prefix yá to become yádaaltí'.
59. Navaho has two positions for adverb prefixes. For now we will call the two positions the outside adverb prefix and the inside adverb prefix.
60. An outside adverb prefix is one that occurs outside the plural da and the verb stem. Xda...stem. An inside adverb prefix occurs inside the plural da and the verb stem. daXstem. This will help you know where the plural da occurs in the verb. Also, it will help you know the difference between adverb prefix slots.
61. 'Ólta' and yidiits'a' have prefixes that occur in the same slot. They are inside adverb prefixes. But neither prefix occurs in the same slots of the prefixes yá (talk) and na (around) which are outside adverb prefixes.
62. The plural marker da comes before the prefixes of 'Ólta' and yidiits'a' because they are inside adverb prefixes. Add the plural marker da to the two verbs.

da'Ólta'

dayidiits'a'

- no
- after
- before
63. Some Navahos may say dayidiits'a'. But in hurried speech the dayi will become dei-diits'a'.
64. Is the plural marker always the 1st prefix in the verb?
65. Does the plural come (before/after) the prefixes of yá.łti' and naalnish'?
66. Is the plural positioned (before/after) the prefixes of 'ółta', yidiits'a'?
67. Notice that the plural helps identify whether prefixes are like na 'around', yá 'talk' (outside adverb prefixes) and yíní and dii (inside adverb prefixes).

Summary

PERSON MARKERS:

-ii-	we (2)
-oh-	you (2)

CHANGES:

There are some changes that occur with these person markers.

h	+	l	→	ł
'ííńí	+	íí	→	'ííńíi
'ííńí	+	oh	→	'íínoh

SUPPLETIVE ALTERNATES:

Stem alternates which are wholly different from each other are called SUPPLETIVE ALTERNATES. 'GO VERBS' in Navaho have suppletive alternates. The stems change according to the number of people involved.

'to walk around'		
<u>singular</u>	<u>dual</u>	<u>plural</u>
naashá	neiit'aash	neiikai
naniná	naah'aash	naahkai
naaghá	naa'aash	naakai

STEM CHANGES:

The gh of the stem ghá is an unstable consonant and will change its shape.

naash + ghá	→	naashá
nani + ghá	→	naniná

PLURAL:

Da indicates the several plural (three or more).

<u>da</u> 'íísółts'áá'	you (3) listen
<u>da</u> dohní	you (3) say it

Da is not always the first syllable in a verb.

<u>nda</u> alnish	they (3) work
yá <u>daa</u> łti'	they (3) speak

Written Exercises

1. Translate into Navaho:

- A. We walk around.
- B. You walk around.
- C. They (3) walk around.
- D. I walk around.
- E. You (2) walk around.
- F. We (3) walk around.
- G. He walks around.
- H. You (3) walk around.
- I. They (2) walk around.

2. Choose the right verb to translate the English into Navaho. Be sure to look for the plural indicator.

They (3) study. _____	'ó.łta'	da'ó.łta'
They (2) work. _____	naa.lnish	n.daa.lnish
He speaks. _____	yá.łti'	yá.daa.łti'
They (3) understand. _____	yii.dii.ts'a'	dei.dii.ts'a'
They (3) are called _____	wo.lyé	da.o.lyé
We (2) study. _____	'íí.níi.lta'	da'ííníilta'
We (3) learn. _____	bíhwiil'aah	bídahwiil'aah
You (3) say it. _____	diní	dadohní

Listening In

- A. Háa-di-sh naalnish?
 B. Na'ńzhoozhí-di neiilnish.
 A. Háí-sh bá naalnish?
 B. Wááshindoon bá neiilnish.
 A. Ha'át'íí-sh bik'é naalnish?
 B. T'óó áhayóí béeso bik'é neiilnish.

- A. Hastóí-sh kóó naa'aash?
 B. Ou'.
 A. Ha'át'íí-sh yaa naa'aash?
 B. Ahosh, ńléi-di sitéézh.

- A. Háa-di-sh naah'aash nt'éé'?
 B. Ch'ínííí-di neiit'aash nt'éé'.
 A. Ha'át'íí-sh baa naah'aash nt'éé'?
 B. Doo baa neiit'aashí da.

- A. Háá-dóó naahkai?
 B. Hastiin Yázhí baghan-dóó neiikai.
 A. Áa-di-sh hastóí ndaalnish?

- A. Ólta'-dóó neiikai.
 B. Ha'át'íí-sh baa naahkai?
 A. Da'ííníilta' nt'éé'.
 B. Ha'át'íí-sh baa da'íínóлта'?

- A. Ha'át'íí-sh baa yáol'ti'?
 B. Diné dóó kéyah yéiilti'.

Memorization

- A. Háa-di-sh 'íínółta'?
- B. Na'ńzhoozhí-di 'ííníilta'.
- A. Da' naalnish áa-di?
- B. Ou' neilnish ałdó'.

- A. Hastóí ha'át'íí-sh yaa naa'aash?
- B. Ndaalnish.
- A. Háa-di-sh ndaalnish.

Looking AheadVocabularyimmediate use

neilnish

we (2) work.

naalnish

you (2) work

'ííníilta'

we go to school

'íínółta'

you go to school

neiit'aash

we (2) are walking around

naah'aash

you (2) are walking around

naa'aash	they (2) are walking around
naakai	they (3) are walking around
siiké	we're sitting
siké	they (2) are sitting
siidzǐ	we're standing
sizǐ	they (2) are standing
siitéézh	we're lying down
sitéézh	they (2) are lying down
'aḥhosh	they (2) are sleeping
'atḥ'ó	they (2) are weaving
yéiilti'	we (2) are speaking

yáol̥ti'	you (2) are talking
-dóó	from

anticipated use

yíhool̥'aah	he is learning
bíhoosh'aah	I am learning
bíhool̥'aah	you are learning, you (2) are learning
bíhwiil'aah	we (2) are learning

Listening for Study

- | | |
|--|-----------------------------------|
| A. Nagháí ashkii, ha'át'íí-sh yaa
naaghá? | That boy there, what is he doing? |
| B. 'Ól̥ta'. | He is studying. |
| A. Ha'át'íí-sh yíhool̥'aah? | What is he learning? |
| B. Bilagáana bizaad yíhool̥'aah. | He is learning English. |

- A. Háí-shą' diné bizaad yídahool'aah Who was learning Navaho?
 nt'ěě'?
- B. Bá'ólta'í diné bizaad The teachers were learning Navaho.
 yídahool'aah nt'ěě'.
- A. Háa-di-sh éí yídahool'aah Where were they learning it?
 nt'ěě'?
- B. Tséch'ízhí-di yídahool'aah They were learning it at Rough Rock.
 nt'ěě'.

- A. Ha'át'íí-sh bíhool'aah doo? What will you be learning?
- B. Ch'iyáán ál'ííjí bíhoosh'aah I will learn how to prepare food.
 doo.
- A. Nihí-shą'? How about you?
- B. Bilagáana bizaad bíhwiil'aah We will be learning English.
 doo.

Survival Expressions

- Shił hólne'. Tell me.
- T'áá-sh ákó? All right?
- T'áá ákó. All right.
- Shaa ní'aah. Give it to me.
- Shił nanitł'ah. It is (difficult, hard) for me.
- Shił yá'át'éeł. I like it.

what does it mean?

- Ch'éeł déyá.
- Nléi-góó déyá.
- Hooghan-góó déyá.

Unit Seven

CORE STAGE

Cycle 42

Manipulation Phasemodel

Béeso bik'é neii.lnish (ne.ii.lnish).

We work in exchange for money.

TO THE STUDENT: -ii- is the person marker for 'we two.'

substitution

t'áájíík'e
béeso bik'é
ch'iyáán bik'é
t'óó áhayóí béeso

T'áájíík'e neii.lnish.
Béeso bik'é neii.lnish.
Ch'iyáán bik'é neii.lnish.
T'óó áhayóí béeso bik'é neii.lnish.

completion

yik'é or bik'é
yik'é or bik'é
yik'é or bik'é

Béeso ____ neii.lnish.
Béeso ____ naa.sh.nish.
Hastiin Yázhí ch'iyáán
____ naa.lnish.

Béeso bik'é neii.lnish.
Béeso bik'é naa.sh.nish.
Hastiin Yázhí ch'iyáán
yik'é naa.lnish.

yik'é or bik'é
yik'é or bik'é
yik'é or bik'é

Ch'iyáán ____ neii.lnish.
Béeso ____ neii.lnish.
Ch'iyáán ____ naa.lnish.

Ch'iyáán bik'é neii.lnish.
Béeso bik'é neii.lnish.
Ch'iyáán yik'é naa.lnish.

model

Ha'át'íí-sh bik'é na.a.lnish. (na.oh.lnish)

What do you (2) work in exchange for?

TO THE STUDENT: -oh- is the person marker for 'you (2).'

substitution

ha'át'íí-sh
 béesooh-ísh
 da' béeso
 ch'iyáán-ísh
 t'áájíík'e-sh

Ha'át'íí-sh bik'é na.a.lnish?
 Béesooh-ísh bik'é na.a.lnish?
 Da' béeso bik'é na.a.lnish?
 Ch'iyáán-ísh bik'é na.a.lnish?
 T'áájíík'e-sh bik'é na.a.lnish?

dialogue 1

- A. Ha'át'íí-sh bik'é na.a.lnish?
 B. Béeso bik'é neii.lnish.

dialogue 2

- A. Díkwíí-sh béeso bik'é na.ni.lnish?
 B. Naaki béeso bik'é naa.sh.nish.

Use Phaselistening for comprehension

Ólta' bá neii.lnish. Táá' béeso bik'é neii.lnish. Na'ńzhoozhí-di neii.lnish. Áa-di nihi.ghan leh.

appropriate response

1. Háa-di-sh naa.lnish?
2. Ha'át'íí-sh bik'é naa.lnish?
3. Díkwíí-sh béeso bik'é naa.lnish?
4. Ni-sha' háa-di-sh na.ni.lnish?
5. Háa-di-sh na.ghan?
6. Ha'át'íí-sh bik'é na.ni.lnish?
7. Háí-sh bá naa.lnish?
8. Háa-di-sh nihi.ghan?
9. Díkwíí-sh béeso bik'é naa.lnish?

paraphrase

1. Nléi-di neii.lnish. Wááshindoon bá neii.lnish.
2. Kíi naa.lnish. Béeso yik'é naa.lnish. Tséch'ízhí-di naa.lnish.
3. Nláh-jí na.ghan. Áa-di na.ni.lnish. T'áájíík'e na.ni.lnish.
4. Kíi wo.lyé. Naakiits'áadah binááhai.
5. Nléí 'ólta'-di naa.ghá. Áa-di 'ó.lta'.
6. Wááshindoon bá naa.sh.nish. Ni-dó' Wááshindoon bá na.ni.lnish.

Cycle 43

Manipulation Phasemodel

Na'ñzhoozhí-di neii.lnish nt'éé'. We worked at Gallup.

Na'ñzhoozhí-di 'íí.níi.lta' nt'éé'. We went to school at Gallup.

substitution

Naat'áani Nééz-di
kôô
Ch'ínlíí-di
Kíi ba.ghan-di
Tséch'ízhí-di
T'iisyaakin-di
Tségháhoodzání-di
Naat'áanii Nééz-di

Naat'áanii Nééz-di neii.lnish nt'éé'.
Kôô neii.lnish nt'éé'.
Ch'ínlíí-di neii.lnish nt'éé'.
Kíi ba.ghan-di neii.lnish nt'éé'.
Tséch'ízhí-di neii.lnish nt'éé'.
T'iisyaakin-di neii.lnish nt'éé'.
Tségháhoodzání-di neii.lnish nt'éé'.
Naat'áanii Nééz-di neii.lnish nt'éé'.

substitution

Naat'áanii Nééz-di
kwe'é
Hoozdoh
nléi-di
áa-di
hooghan-di
T'iisyaakin
Tségháhoodzání-di

Naat'áanii Nééz-di 'íí.níi.lta'.
Kwe'é-di 'íí.níi.lta'.
Hoozdoh-di 'íí.níi.lta'.
Nléi-di 'íí.níi.lta'.
Áa-di 'íí.níi.lta'.
Hooghan-di 'íí.níi.lta'.
T'iisyaakin-di 'íí.níi.lta'.
Tségháhoodzání-di 'íí.níi.lta'.

variable slot substitution

Na'ñzhoozhí-di neii.lnish nt'ée'.
 Na'ñzhoozhí-di neii.lnish dooleeł.
 Ch'ínlíí-di neii.lnish dooleeł.
 Ch'ínlíí-di 'íí.níi.lta' dooleeł.
 Ch'ínlíí-di 'íí.níi.lta' nt'ée'.
 Hoozdoh-di 'íí.níi.lta' nt'ée'.
 Hoozdoh-di 'íí.ní.sh.ta' nt'ée'.
 Naat'áanii Nééz-di 'íí.ní.sh.ta' nt'ée'.
 Naat'áanii Nééz-di naa.sh.nish nt'ée'.
 Naat'áanii Nééz-di naa.sh.nish dooleeł.
 Naat'áanii Nééz-di neii.lnish dooleeł.
 Na'ñzhoozhí-di neii.lnish nt'ée'.

modelHáa-di-sh na.a.lnish nt'ée'?

Where were you working?
Where did you work?

Háa-di-sh 'íí.nó.lta' nt'ée'?

Where did you go to school?

variable slot substitution

Háa-di-sh na.a.lnish nt'ée'?
 Háa-di-sh 'íí.nó.lta' nt'ée'?
 Háa-di-sh 'íí.nó.lta' dooleeł?
 Ólta'-di-sh 'íí.nó.lta' dooleeł?
 Ólta'-di-sh na.ni.lnish dooleeł?
 Ólta'-di-sh na.ni.lnish nt'ée'?
 Hooghan-di-sh na.ni.lnish nt'ée'?
 Hooghán-di-sh 'íí.ní.lta' nt'ée'?
 Háa-di-sh 'íí.ní.lta' nt'ée'?
 Háa-di-sh 'íí.ní.lta' dooleeł?
 Háa-di-sh naa.lnish dooleeł?
 Háa-di-sh naa.lnish nt'ée'?

Use Phaselistening for comprehension

- A. Háa-di-sh naa.lnish?
 B. Ólta'-di neii.lnish.
 A. Da' bá'ólta'í noh.lí?
 B. Ou' bá'ólta'í niid.lí.
 A. Díkwíí béeso bik'é naa.lnish?
 B. T'áájíík'e neii.lnish. Ni-ísh 'íí.ní.lta'?'
 A. Ou' íléí ólta'-di 'íí.ní.sh.ta'.

appropriate response

1. Háa-di-sh naa.lnish?
 2. Da' bá'ólta'í ni.lí?
 3. Díkwíí béeso yik'é naa.lnish?
 4. Da' ashkii 'ó.lta'?'
 5. Háa-di-sh 'ó.lta'?

restaging

Act out the dialogue.

directed discourse

Ábidiní: Háa-di-sh naa.lnish?
 Da' 'ó.lta'?'
 T'áájíík'e-sh naa.lnish?
 Ha'át'íí-sh yaa naa.ghá?
 Háa-di-sh ba.ghan?

paraphrase

- | | |
|--------------------------------|------------------------------------|
| 1. T'áá kóó 'íí.ní.sh.ta'. | Nagháí-dó' t'áá kóó 'ó.lta'. |
| 2. Tséch'ízhí-di naa.sh.nish. | Nagháí-dó' áa-di naa.lnish. |
| 3. Háa-di-sh 'íí.ní.lta'? | Ni-sha', háa-di-sh 'íí.ní.lta'? |
| 4. T'áájíík'e na.ni.lnish ya'? | Ni-dó' t'áájíík'e na.ni.lnish ya'? |

- - - - -

Cycle 44

Manipulation Phasemodel

Hastiin Nééz bá neii.lnish doo.	We will work for (a) Tall Man.
Hastiin Nééz bá 'íí.níi.lta' doo.	(A) Big Man will be our teacher. (We will study for (a) Big Man).

substitution

Hastiin Nééz	Hastiin Nééz bá neii.lnish dooleel.
Hastiin Tsoh (Big)	Hastiin Tsoh bá neii.lnish dooleel.
Hastiin Yázhí	Hastiin Yázhí bá neii.lnish dooleel.
Hastiin Ts'óózí (Thin)	Hastiin Ts'óózí bá neii.lnish dooleel.
Asdzáán Nééz	Asdzáán Nééz bá neii.lnish dooleel.
Asdzáán Tsoh	Asdzáán Tsoh bá neii.lnish dooleel.
Asdzáán Yázhí	Asdzáán Yázhí bá neii.lnish dooleel.
Asdzáán Ts'óózí	Asdzáán Ts'óózí bá neii.lnish dooleel.

substitution

Hastiin Nééz	Hastiin Nééz bá 'íí.níi.lta' dooleel.
Hastiin Tsoh	Hastiin Tsoh bá 'íí.níi.lta' dooleel.
Hastiin Yázhí	Hastiin Yázhí bá 'íí.níi.lta' dooleel.
Hastiin Ts'óózí	Hastiin Ts'óózí bá 'íí.níi.lta' dooleel.
Asdzáán Nééz	Asdzáán Nééz bá 'íí.níi.lta' dooleel.
Asdzáán Tsoh	Asdzáán Tsoh bá 'íí.níi.lta' dooleel.
Asdzáán Yázhí	Asdzáán Yázhí bá 'íí.níi.lta' dooleel.
Asdzáán Ts'óózí	Asdzáán Ts'óózí bá 'íí.níi.lta' dooleel.

model

Háí-sh bá naa.lnish doo?	Who will you (2) work for?
Háí-sh bá 'íí.nó.lta' doo?	Who will be your teacher? (For whom will you study?)

substitution

Hastiin Nééz
 Hastiin Tsoh
 Hastiin Yázhí
 Hastiin Ts'óózí
 Asdzáán Nééz
 Asdzáán Tsoh
 Asdzáán Yázhí
 Asdzáán Ts'óózí

Hastiin Nééz bá naa.lnish doo ya'?
 Hastiin Tsoh bá naa.lnish doo ya'?
 Hastiin Yázhí bá naa.lnish doo ya'?
 Hastiin Ts'óózí bá naa.lnish doo ya'?
 Asdzáán Nééz bá naa.lnish doo ya'?
 Asdzáán Tsoh bá naa.lnish doo ya'?
 Asdzáán Yázhí bá naa.lnish doo ya'?
 Asdzáán Ts'óózí bá naa.lnish doo ya'?

dialogue 1

- A. Háí-sh bá naa.lnish doo?
 B. Hastiin Nééz bá neii.lnish doo.

dialogue 2

- A. Hastiin Ts'óózí bá 'íí.nó.lta' ya'?
 B. Ou' éí bá 'íí.níi.lta'.

Use Phaselistening for comprehension

- A. Da' 'íí.nó.lta'?
 B. Dooda, nihí doo 'íí.níi.lta' da. Ni-sha'?
 A. Shí éiyá 'íí.ní.sh.ta' nt'éé'.
 B. Háa-di?
 A. Nléi Naat'aanii Nééz-di 'íí.ní.sh.ta'.
 B. Haa nízaad-ji' áa-di 'íí.ní.lta'?
 A. Náhást'éí nááhái-ji' 'íí.ní.sh.ta'.
 B. Da' na.ni.lnish-dó'?
 A. Ou' naa.sh.nish-dó'.
 B. Nihí kóó neii.lnish nt'éé'. Diné bá neii.lnish.

appropriate response

1. Da' 'ó.ɬta'?
2. Háa-di-sh 'ó.ɬta' nt'ěě'?
3. Haa nízaad-ji' áa-di 'ó.ɬta'?
4. Da' naa.lnish nt'ěě'?

retelling

Retell the class the dialogue as if it was one you had overheard.

restaging

Act out the dialogue and ask some questions that might fit the dialogue.

Cycle 45

Manipulation Phasemodel

Ha'át'íí-sh yaa naa.ghá?

What is he doing?

Ha'át'íí-sh yaa naa.'aash?

What are they (2) doing?

Ha'át'íí-sh yaa naa.kai?

What are they doing?

substitution

naa.ghá
naa.'aash
naa.kai

Ha'át'íí-sh yaa naa.ghá?
Ha'át'íí-sh yaa naa.'aash?
Ha'át'íí-sh yaa naa.kai?

grammatical substitution

Ha'át'íí-sh yaa naa.ghá?

Háa-di-sh
naa.'aash
naa.kai
háa-děě'-sh
naa.ghá
naa.'aash

Háa-di-sh naa.ghá?
Háa-di-sh naa.'aash?
Háa-di-sh naa.kai?
háa-děě'-sh naa.kai?
háa-děě'-sh naa.ghá?
háa-děě'-sh naa.'aash?

restatement

(follow the model)

1. Bizhé'é (father) kóó naa.ghá. Kíi-dó' kóó naa.ghá.

Kóó naa.'aash ya'?

- | | |
|-----------------------------------|------------------------------------|
| 2. Hastiin Nééz áa-di naa.ghá. | Asdzáán Nééz-dó'. |
| 3. Hastóí áa-di naa.'aash nt'ěě'. | Bizhé'é-dó' áa-di naa.gháá nt'ěě'. |
| 4. Sáanii áa-di naa.kai doo. | Shizhé'é-dó'. |
| 5. Nizhé'é kóó naa.gháá nt'ěě'. | Nimá-dó'. |
| 6. Bizhé'é kóó naa.ghá. | Kíi-dó'. |

dialogue

A. Hastóí, háa-di-sh naa.kai?

B. Nléi-di naa.kai.

Use Phaselistening for comprehension

- A. Hastóí-sh kóó naa.kai?
 B. Dooda, doo naa.kai da.
 A. Háa-di-sh naa.kai?
 B. Kin-di (trading post or house) naa.kai.
 A. Ha'át'íí-sh yaa naa.kai, áa-di?
 B. Doo shíł béeéhózin da. N.da.a.lnish daats'í.
 A. Shidó' áa-di naa.sháa doo.

appropriate questions

Nabídíłkid: Hastóí-sh hooghan-di naa.kai?
 Háa-di-sh naa.kai?
 Ha'át'íí-sh yaa naa.kai?
 Áa-di-sh na.ni.náa doo?

retelling

Retell the dialogue as a story.

- - - - -

Cycle 46

Manipulation Phasemodel

Si.zí (si.[ø].zí)	They (2) are standing (around).
Si.ké (si.[ø].ké).	They (2) are sitting.
Si.téézh (si.[ø].téézh).	They (2) are lying down.
Ał.hosh.	They (2) are sleeping.
A.tł'ó.	They (2) are weaving.

substitution

si.zí	Sáanii t'óó si.zí.
a.tł'ó	Sáanii t'óó a.tł'ó.
si.ké	Sáanii t'óó si.ké.
ał.hosh	Sáanii t'óó ał.hosh.
si.téézh	Sáanii t'óó si.téézh.

pattern response

Da' tł'óó'-di (outside) si.zí?	Ou' tł'óó'-di si.zí.
Da' tł'óó'-di si.ké?	Ou' tł'óó'-di si.ké.
Da' tł'óó'-di a.tł'ó?	Ou' tł'óó'-di a.tł'ó.
Da' tł'óó'-di ał.hosh?	Ou' tł'óó'-di ał.hosh.
Da' tł'óó'-di si.téézh?	Ou' tł'óó'-di si.téézh.

pattern response

Háa-di-sh si.zí?	Tł'óó' hooghan bíghah-di (along side) sí.zí.
Háa-di-sh si.téézh?	Tł'óó' hooghan bíghah-di si.téézh.
Háa-di-sh 'a.tł'ó?	Tł'óó' hooghan bíghah-di 'a.tł'ó.
Háa-di-sh 'ał.hosh?	Tł'óó' hooghan bíghah-di 'ał.hosh.

dialogue

- A. Ha'át'íí-sh yaa naa.'aash?
- B. T'óó si.ké, doo yaa naa.'aashí da.

Use Phaselistening for comprehension

- A. Hastóí-sh kóó naa.'aash?
- B. Ou' kóó si.ké.
- A. Ha'át'íí-sh yaa naa.'aash?
- B. Doo yaa naa.'aash da, t'óó si.ké.

appropriate response

1. Hastóí-sh naa.'aash?
2. Da' si.ké?
3. Ha'át'íí-sh yaa naa.'aash?

listening for comprehension

Naaki hastóí baa yáshti' doo. Díí hastóí doo naa.lnish da. Hooghan-di si.ké leh. T'óó'-di doo naa.'aash da. T'óó si.téézh dóó a.hosh leh. Chidí doo yinaa.lnish da. Bichidí ádin. Bibéeso ádin.

appropriate response

1. Díkwíí-sh hastóí yaa yáti'?
2. Hastóí-sh naa.lnish?
3. Háa-di-sh naa.lnish?
4. Háa-di-sh naa.'aash leh?
5. Ha'át'íí-sh yaa naa.'aash leh?
6. Chidí-sh yi.naa.lnish?
7. Bichidí-sh hóló?
8. Díkwíí-sh bibéeso hóló?

retelling

Retell the story to the class. Change anything you want.

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Cycle 47

Manipulation Phasemodel

Ch'ínlíí-di neii.t'aash nt'ée'. (na.ii.t'aash)

We were at Chinle.

substitution

Ch'ínlíí

Hoozdoh

T'iisyaakin

Tséch'ízhí

Naat'áanii Nééz

Ch'ínlíí-di neii.t'aash nt'ée'.

Hoozdoh-di neii.t'aash nt'ée'.

T'iisyaakin-di neii.t'aash nt'ée'.

Tséch'ízhí-di neii.t'aash nt'ée'.

Naat'áanii Nééz-di neii.t'aash nt'ée'.

restatement (Restate the following sentences as done in the example.)

Example: Díí Ch'ínlíí-di naa.gháá nt'ée'.

Shi-dó' Ch'ínlíí-di naa.sháá nt'ée'.

Díí dóó (and) shí
Ch'ínlíí-di neii.t'aash,
nt'ée'.

1. Nagháí Ch'ínlíí-di naa.gháá nt'ée'.
Shi-dó' Ch'ínlíí-di naa.sháá nt'ée'.
2. Nléí hastiin kóó naa.gháá nt'ée'.
Shi-dó' kóó naa.sháá nt'ée'.
3. Díí T'iisyaakin-di naa.gháá doo.
Shi-dó' T'iisyaakin-di naa.sháá doo.
4. Nagháí áa-di naa.gháá doo.
Shi-dó' áa-di naa.sháá doo.
5. Kíí t'áá bi baghan-di naa.gháá doo.
Shi-dó' áa-di naa.sháá doo.

model

Háa-di-sh naah.'aash nt'ếế'? (na.oh.'aash)

Where were you (2) (at)?

restatement (Restate the following as one sentence.)

1. Díí Tséch'ízhí-di naa.gháá nt'ếế' ya'?
Ni-dó' Tséch'ízhí-di na.ni.náá nt'ếế' ya'?
2. Nagháí ashkii áa-di naa.gháá nt'ếế' ya'?
Ni-dó' áa-di na.ni.náá nt'ếế' ya'?
3. Nléí asdzáán kóó naa.gháá nt'ếế' ya'?
Ni-dó' kóó na.ni.náá nt'ếế' ya'?
4. Díí háa-di-sh naa.gháá nt'ếế'?
Ni-shq' háa-di-sh na.ni.náá nt'ếế'?

dialogue

A. Háa-di-sh naah.'aash nt'ếế'?

B. Ch'ínííí-di neii.t'aash nt'ếế'.

Use Phaselistening for comprehension

- A. Háa-di-sh naah.'aash nt'ếế'?
- B. Nléí Na'ńzhoozhí-di neii.t'aash nt'ếế'.
- A. Áa-di-sh 'íí.nó.lta'?
- B. Áa-di doo 'íí.níi.lta' da. Neii.lnish.

appropriate response

1. Háa-di-sh naa.'aash nt'ěě'?
2. Ha'át'íí-sh yaa naa.'aash nt'ěě'?
3. Na'ńzhoozhí-di-sh naah.'aash nt'ěě'?
4. Háa-di-sh naah.'aash dooleel?
5. Kóó naah.'aash nt'ěě' ya'?

directed discourse

Nabídíłkid: Ha'át'íí-sh yaa naa.'aash doo?
 Háa-di-sh naa.gháá doo?
 Ha'át'íí-sh yaa naa.gháá nt'ěě'?
 Háa-di-sh naa.'aash nt'ěě'?
 Háá-děě'-sh naa.'aash?
 Háá-děě'-sh naa.kai nt'ěě'?

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Cycle 48

Manipulation Phasemodel

T'óó sii.ké.	We're just sitting.
T'óó siid.zí.	We're just standing.
T'óó sii.téézh.	We're just lying down.
Doo baa neii.t'aashí da.	We're not doing anything.
Chidí bineii.lnish.	We're working on the car.

repetition

Hastiin Ts'óózí biba' sii.ké.	We are waiting for Thin Man.
Hastiin Ts'óózí biba' siid.zí.	We are waiting for Thin Man.
Hastiin Ts'óózí biba' sii.téézh.	We are waiting for Thin Man.

substitution

Doo baa neii.t'aashí da, t'óó sii.ké.

siid.zí

sii.téézh

sii.ké

chidí bineii.lnish

Doo baa neii.t'aashí da, t'oo
siid.zí.

Doo baa neii.t'aashí da, t'óó
sii.téézh.

Doo baa neii.t'aashí da, t'óó
sii.ké.

Doo baa neii.t'aashí da, t'óó
chidí bineii.lnish.

model

Ha'át'íí-sh baa naah.'aash?

What are you (2) doing?

pattern response

A
Ha'át'íí-sh baa naah.'aash?
Ha'át'íí-sh baa naah.'aash?

B
Doo baa neii.t'aashí da.
Doo baa neii.t'aashí da.

C
T'óó sii.kéé nt'éé'.
T'óó siid.zíí
nt'éé'.

Ha'át'íí-sh baa naah.'aash?

Doo baa neii.t'aashí da.

T'óó sii.téézh
nt'éé'.

Ha'át'íí-sh baa naah.'aash?

Doo baa neii.t'aashí da.

Nihiba' sii.kéé
nt'éé'.

Ha'át'íí-sh baa naah.'aash?

Doo baa neii.t'aashí da.

Nihiba' siid.zíí
nt'éé'.

Ha'át'íí-sh baa naah.'aash?

Doo baa neii.t'aashí da.

Nihiba' sii.téézh
nt'éé'.

pattern response

A
Da' shiba' si.dáá doo?
Da' shiba' si.zíí doo?
Da' shiba' sii.téézh doo?
Da' shiba' si.kéé doo?

B
Doo niba' si.dáá da doo.
Doo niba' siid.zíí da doo.
Doo niba' sii.téézh da doo.
Doo niba' sii.kéé da doo.

dialogue

- A. Ha'át'íí-sh baa naah.'aash doo?
- B. Doo baa neii.t'aashí da. T'óó niba' sii.kée doo.

listening for comprehension

- A. Ha'át'íí-sh baa naah.'aash?
- B. Doo baa neii.t'aashí da. Kíi biba' sii.ké.
- A. Kíi kóó doo naa.gháá da ya'?
- B. Ou' doo si.dáa da.
- A. Háa-di-sh naa.ghá?

appropriate response

1. Ha'át'íí-sh yaa naa.'aash?
2. Háí-sh yiba' si.ké?
3. Kíi-sh naa.ghá?
4. Si.dá-sh?

restaging

Act out the dialogue and complete the last question.

Cycle 49

Manipulation Phasemodel

Hastiin Yázhí baghan-dóó neii.kai. (na.ii.kai)

We (3) are from Little Man's house.

substitution

Hastiin Yázhí baghan-dóó
 naalyéhé báhooghan-dóó (trading post)
 ko-dóó
 áa-dóó
 Asdzaán Yázhí baghan-dóó
 Kíi baghan-dóó

Hastiin Yázhí baghan-dóó neii.kai.
 Naalyéhé báhooghan-dóó neii.kai.
 Ko-dóó neii.kai.
 Áa-dóó neii.kai.
 Asdzaán Yázhí baghan-dóó neii.kai.
 Kíi baghan-dóó neii.kai.

model

Háá-dóó naah.kai? (na.oh.kai)

Where are you (3) from?

TO THE STUDENT: -dée' and -dóó both mean 'from' and are used in connection with where one is from. -dóó is for a well-defined place.

expansion and variable slot substitution

Ko-dóó neii.kai.
Hastiin Yázhí baghan-dóó neii.kai.
Hastiin Yázhí baghan-dóó naah.kai.
Hastiin Yázhí baghan-dóó naah.kai dooleeł.
Hastiin Yázhí baghan-dóó naa.kai dooleeł.
Kóó naa.kai dooleeł.
Kóó neii.t'aash dooleeł.
Kóó neii.t'aash ńt'ée'.
Áa-di neii.t'aash ńt'ée'.
Áa-di naa.'aash ńt'ée'.
Áłk'idáá' áa-di naa.'aash ńt'ée'.
Áłk'idáá' áa-di naah.'aash ńt'ée'.
Adáádaá' áa-di naah.'aash ńt'ée'.
Adáádaá' áa-di neii.kai ńt'ée'.
Tł'ée'dáá' áa-di neii.kai ńt'ée'.

dialogue

A. Háá-dóó naah.kai?

B. Hastiin Yázhí baghan-dóó neii.kai.

Use Phaselistening for comprehension

Hastiin Tsoh baghan-dóó neii.kai. Hastiin Tsoh doo naa.gháa da.
 Naalyéhé báhooghan-di naa.ghá, daats'í. Áa-di naa.lnish. Ch'iyáán
 yik'é naa.lnish doo. Bibéeso ádin, bich'iyáán-dó'.

appropriate response

1. Háá-dóó naa.kai?
2. Hastiin Tsoh hooghan-di-sh naa.ghá?
3. Háa-di-sh naa.ghá?
4. Ha'át'íí-sh yaa naa.ghá?
5. Ha'át'íí-sh yik'é naa.lnish?
6. Da' bibéeso hóló?

retelling

Retell the story to the class.

restaging

Act out a dialogue for the story.

Cycle 50

Manipulation Phasemodel

Ólta' baa yéii.lti' (ya.ii.lti')	We are speaking about the school.
----------------------------------	-----------------------------------

substitution

Ólta'
 Henry
 bilagáana
 áhonííł-ígíí (things that are
 happening)
 diné

Ólta' baa yéii.lti'.
 Henry baa yéii.lti'.
 Bilagáana baa yéii.lti'.
 Áhonííł-ígíí baa yéii.lti'.
 Diné baa yéii.lti'.

model

Ha'át'íí-sh baa yáo.łti'? (ya.oh.łti')

What are you talking about?

substitution

Kíi-sh
 Molly-sh
 kéyah-ísh
 diné-sh
 Wááshindoon-ísh
 Naat'áanii-sh (leader)

Kíi-sh baa yáo.łti'?
 Molly-sh baa yáo.łti'?
 Kéyah-ísh baa yáo.łti'?
 Diné-sh baa yáo.łti'?
 Wááshindoon-ísh baa yáo.łti'?
 Naat'áanii-sh baa yáo.łti'?

dialogue

A. Ha'át'íí-sh baa yáo.łti'?

B. Ólta' baa yéii.lti'.

Use Phaselistening for comprehension

Dínék'eh-jí yéii.lti'. Kéyah baa yéii.lti'. Nizhoní-go éí baa yéii.lti'.
 Diné doo baa yéii.lti' da. Éí bá neii.lnish.

appropriate response

1. Naakaiik'eh-jí-sh yá.lti'?
2. Ha'át'íí-sh yaa yá.łti'?
3. Yá'át'ééh-go-sh éí yaa yá.łti'?
4. Háí-sh yá naa.lnish?
5. Naakaiik'eh-jí-sh yá.ní.łti'?
6. Bilagáana-sh yi.dii.ts'a'?
7. Diné-sh di.ni.ts'a'?

directed discourse

Nabídíłkid: Háá-déé' naa.ghá?
 Da' 'ó.łta'?
 Háa-di-sh 'ó.łta'?
 Bilagáana bizaad-ísh yi.dii.ts'a'?
 Áa-di-sh baghan leh?
 Ha'át'íí-sh yaa naa.gháá dooleeł?

interpreting

1. Ask (name) if he speaks Navaho.
2. Ask (name) if I speak Navaho.
3. Ask him if he speaks good Navaho.
4. Ask (name) what they are talking about.
5. Ask (name) if those two speak (hear) Navaho.

Cycle 51

Manipulation Phasemodel

Da'ó.łta'.	They (3) study.
N.daa.lnish.	They (3) work.
Yá.daa.łti'.	They (3) speak.

TO THE STUDENT: da indicates 'plural (3 or more)'

repetition

N.daa.lnish.
 Da'ó.łta'.
 Yá.daa.łti'.
 De.i.dii.ts'a'. (da.yi.dii.ts'a')
 Da.o.lyé (da.wo.lyé)

conversion (make plural)

Naa.lnish.
 'Ó.łta'.
 Yá.łti'.
 Yi.dii.ts'a'.
 Wo.lyé

N.daa.lnish
 Da'ó.łta'.
 Yá.daa.łti'.
 De.i.dii.ts'a'
 Da.o.lyé.

substitution

n.daa.lnish
 yá.daa.łti'
 da'ó.łta'
 diné dei.dii.ts'a'
 naat'áanii da.o.lyé

Hastóí n.daa.lnish.
 Hastóí yá.daa.łti'.
 Hastóí da'ó.łta'.
 Hastóí diné dei.dii.ts'a'.
 Hastóí naat'áanii da.o.lyé.

dialogue 1

A. Nléí hastóí diné-sh dei.dii.ts'a'?

B. Ou' éí diné dei.dii.ts'a'.

dialogue 2

A. Hastóí háa-di-sh n.daa.lnish?

B. Nléí Dził Ghósheh'ish-di n.daa.lnish.

Use Phaselistening for comprehension

- A. Hastóí-sh n.daa.lnish?
 B. Ou' n.daa.lnish, Dził Hok'aa-di.
 A. Haa nízaad-go n.daa.lnish dooleeł?
 B. Ashdla'-di ahéé'ílkid-go n.daa.lnish áa-di.
 A. Díkwíí-sh áa-di n.daa.lnish?

appropriate response

1. Hastóí-sh n.daa.lnish?
 2. Háa-di-sh n.daa.lnish?
 3. Haa nízaad-go n.daa.lnish dooleeł?

Cycle 52

Manipulation Phasemodel

Diné bahane' baa da.'íí.n.íi.lta'. (da.'íí.ni.íi.lta')

We are studying a Navaho Tale.

repetition

Bilagáana bahane' baa da'íí.níi.lta'.
 Diné bahane' baa da'íí.níi.lta'.
 Naakaii bahane' baa da'íí.níi.lta'.
 Ałk'idáá' bahane' baa da'íí.níi.lta'.

substitution

diné bahane'
 bilagáana bahane'
 naakaii bahane'
 ałk'idáá' bahane' (history)

Diné bahane' baa da'íí.níi.lta'.
 Bilagáana bahane' baa da'íí.níi.lta'.
 Naakaii bahane' baa da'íí.níi.lta'.
 Ałk'idáá' bahane' baa da'íí.níi.lta'.

model

Ha'át'íí-sh baa da'íí.nó.łta'?

What are you studying about?

variable slot substitutionTséch'ízhí-di diné bahane' baa da'íí.níi.łta'.Tséch'ízhí-di naakaii bahane' baa da'íí.níi.łta'.Tséch'ízhí-di naakaii bahane' baa 'íí.níi.łta'.Chicago-di naakaii bahane' baa 'íí.níi.łta'.Chicago-di naakaii bahane' yaa da'ó.łta'.Háa-di-sh naakaii bahane' yaa da'ó.łta'?Háa-di-sh bilagáana bahane' yaa da'ó.łta'?Háa-di-sh bilagáana bahane' baa 'íí.nó.łta'?Háa-di-sh bilagáana bahane' baa da'íí.nó.łta'?Tséch'ízhí-di bilagáana bahane' baa da'íí.nó.łta'.Tséch'ízhí-di bilagáana bahane' baa da'íí.níi.łta'.Tséch'ízhí-di diné bahane' baa da'íí.níi.łta'.expansion

'íí.níi.łta'

da'

baa

diné bahane'

ólta'di

'íí.níi.łta'.

Da'íí.níi.łta'.

Baa da'íí.níi.łta'.

Diné bahane' baa da'íí.níi.łta'.

Ólta'di diné bahane' baa da'íí.níi.łta'.

dialogue

A. Ha'át'íí-sh baa da'íí.nó.łta'?

B. Diné bahane' baa da'íí.níi.łta'.

Use Phaselistening for comprehension

Tł'ée'-go ólta'-di neii.kai. Bilagáana bizaad doo da.dii.ts'a' da.
 Ólta'-di bilagáanak'eh-jí dóó woltá'í baa da'íí.níi.lta'. Diné bahane'
 ałdo' baa da'íí.níi.lta'.

appropriate response

1. Háa-di-sh naa.kai tł'ée'-go?
2. Ha'át'íí-sh doo dei.dii.ts'a' da?
3. Ha'át'íí-sh yaa da'ó.łta'?
4. Ha'át'íí-sh-dó' yaa da'ó.łta'?

directed discourse

Nabídíłkid: Háa-di-sh 'ó.łta'?

Ha'át'íí-sh yaa 'ó.łta'?

Bilagáana bizaad-ísh yaa 'ó.łta'?

Da' éí yi.dii.ts'a'?

Diné-sh daats'í yi.dii.ts'a'?

- - - - -

Unit Seven

REVIEW STAGELooking Back

A. Doo béeso bik'é neilnish da.
T'áájiik'é neilnish.

We are not working for money. We
are working for nothing.

B. Háí-sh bá naalnish?

Who do you work for?

A. Doo neilnish da.

We don't work.

A. Háa-di-sh naah'aash nt'éé'?

Where were you?

B. Na'ázhoozhí-di neilit'aash nt'éé'.

We were in Gallup.

A. Da' áa-di 'íínólta'?

Did you go to school there?

B. Doo 'ííníilta' da, áa-di t'óó
neilnish nt'éé'.

No, we don't go to school. We
were just working there.

A. Hastóí-sh siké?

Are the men home?

B. Doo sikée da. Naalnish daats'í.

They are not home. Maybe they are
working.

A. Doo sikée da, ya'?

They are not home then, right?

A. Ha'át'íí-sh baa naah'aash?

What are you doing?

B. Nihimá biba' siidzí.

We are waiting for our mother.

A. Nihimá-sh kóó naa.ghá?

Is your mother here?

B. Dooda.

No.

Unit Eight

PREPARATION STAGEProgramgrammatical points

'to learn it'

<u>bíhoosh</u> 'aah (bí.ho.sh.'aah)	bíhwiil'aah (bí.ho.ii.l'aah)	bídahwiil'aah (bí.da.ho.ii.l'aah)
<u>bíhooł</u> 'aah (bí.ho.ni.ł'aah)	<u>bíhooł</u> 'aah (bí.ho.oh.l'aah)	bídahooł'aah (bí.da.ho.oh.l'aah)
<u>yíhooł</u> 'aah (yí.ho.[ø].ł'aah)	yíhooł'aah (yí.ho.[ø].ł'aah)	yídahooł'aah (yí.da.ho.[ø].ł'aah)

1. bíhoosh'aah means literally 'from it (knowledge) things are derived' or 'I learn it.'

I learn it.

2. What does bíhoosh'aah mean?

3. The prefix bí occurs initially in the word. It means 'from it.' Where does bí occur in the word?

initially

4. The postposition baa, 'about, to, from it' changes to bí when attached to a verb. (bíhoosh'aah, not baahoosh'aah)

with 3rd person
subject and object

things, places

5. bí- changes to yí- when the subject is third person and the object is third person. When does bí- change to yí-?
6. ho- is the part of the word that refers to things or places. It is a prefix in the same slot as yíní ('íínísh'ta') and díí (yidiits'a').

7. What does ho- refer to?
8. In the second person form bíhool'aah, the ni- appears to be missing. What has happened to the -ni-? Note the rule:

ho + ni → hoo

dii + ni → dini

9. Remember that ni drops when it combines with an adverb prefix of the inner position.
10. bíhool'aah (bí.ho.ni.ł'aah), 'you learn it' and bíhool'aah (bí.ho.oh.ł'aah), 'you (2) learn it' are different in their underlying structure, but they have the same 'surface' form. Only context can separate the meaning. Write 'you learn it'.

bíhool'aah

bíhool'aah

no

no

by context

11. Now write 'you (2) learn it.' _____
12. Are they different in form?
13. Is the underlying structure the same?
14. How can they be differentiated?
15. Compare:

bíhool'aah 'you learn it'

yíhool'aah 'he learns it'

bí- shows that the subject is 1st or 2nd person. yí- shows that the subject is 3rd person and the object is 3rd person.

16. ashiiké 'boys'
 at'ééké 'girls'

'plural'

kinship terms

ké is a 'plural' added only to kinship terms.
 What does -ké indicate?

17. What kind of words is -ké added to?
 18. Add -ké to the following kinship terms:

binalíké

binalí (grandparent) _____

ashiiké

ashkii _____

at'ééké

at'ééd _____

Summary

PREFIX bí:

The prefix bí means 'from it.' It is derived from the postposition baa, 'about, to, from it' and changes when it is attached to a verb. When the subject is third person and the object is third person, bí- changes to yí-.

bíhoo±'aah 'you learn it'

yíhoo±'aah 'he learns it'

PREFIX ho-:

ho- refers to things or places.

bíhoo±'aah (oí.ho.ni.±'aah)

'from it (knowledge) things are derived'

-NI-:

The second person form -ni- is dropped when it combines with an adverb prefix of the inner position.

bíhool' aah	'you learn it'
(bí.ho. <u>ni</u> .l' aah)	

-KÉ:

-ké is a 'plural' added only to kinship terms.

ashkii	'boy'
ashiiké	'boys'

Written Exercises

1. If the sentence is wrong, write it again correctly.

- | | |
|---------------------------------------|-----------------------------------|
| a. Diné bizaad bíhwiil' aah. | We (2) are learning Navaho. |
| b. Diné bizaad yíhool' aah. | You are learning Navaho. |
| c. Diné bizaad bááhoosh' aah. | I am learning Navaho. |
| d. Hastóí diné bizaad yáádahool' aah. | The men are learning Navaho. |
| e. Diné bizaad bíhool' aah. | You (2) are learning Navaho. |
| f. Ałchíní diné bizaad yídahool' aah. | The children are learning Navaho. |
| g. Diné bizaad yídahool' aah. | You (3) are learning Navaho. |

2. Translate into Navaho.

- | |
|----------------------------------|
| a. I am learning English. |
| b. You (3) are learning English. |
| c. The men are learning English. |
| d. We (3) are learning Navaho. |

- e. Kee is learning Spanish.
- f. John and Molly are learning English. (dóó, 'and')
- g. You (2) are learning Navaho.
- h. We (2) are learning English.
- i. You are learning Spanish.

3. Add -ké to the following kinship terms.

boy	<u>ashkii</u>	_____
maternal grandfather	<u>binali</u>	_____
daughter (man talking)	<u>sitsi'</u>	_____
grandchild	<u>sitsóí</u>	_____
girl	<u>at'ééd</u>	_____
son (man talking)	<u>shiye'</u>	_____

4. Translate into English.

- a. Sitsi' kóó naa.ghá.
- b. At'ééké kóó naa.kai.
- c. Binali kóó naa.ghá.
- d. Shiye'ké kóó naa.kai.
- e. At'ééd kóó naa.ghá.
- f. Sitsóóké kóó naa.kai.
- g. Ashiiké kóó naa.kai.
- h. Sitsi'ké kóó naa.kai.

Listening In

- A. Nagháí ashkii ha'át'íí-sh yaa naa.ghá?
 B. Óta'.
 A. Ha'át'íí-sh yíhool'aah?
 B. Bilagáana bizaad yíhool'aah.

- A. Háí-sha' diné bizaad yídahool'aah nt'éé'?
 B. Áłchíní diné bizaad yídahool'aah nt'éé'.
 A. Háa-di-sh yídahool'aah nt'éé'?
 B. Tséch'ízhí-di yídahool'aah nt'éé'.

- A. Ha'át'íí-sh bíhool'aah doo.
 B. Ch'iyáán áł'íí-jí bíhoosh'aah doo.
 A. Nihí-sha'?
 B. Bilagáana bizaad bíhwiil'aah doo.

Looking AheadVocabularyimmediate use

yíhool'aah	he is learning
bíhoosh'aah	I am learning
bíhool'aah	you are learning
bíhwiil'aah	we (2) are learning

bíhool'aah

you (2) are learning

yídahool'aah

they (3) are learning

'ál'ííjǐ

how it is made

anticipated use

na'nitin

he is teaching

na'nishtin

I am teaching

na'nítin

you are teaching

neinitin

he gives instructions, teaches
(someone)

nanishtin

I teach (someone)

nanítin

you teach (someone)

Listening for Study

- A. Hah-go-sh áłchíní yázhí nanítin doo? When are you going to teach the little children?
- B. Yiskáa-go áłchíní yázhí nanishtin doo. Tomorrow I will teach the children.
- A. Ha'át'íí-sh binanítin doo? What are you going to teach them?
- B. Bilagáanatah-go áhonííł-ígíí binanishtin. I teach them about the things that happen among the whitemen.

- A. Kíi háí-sha' neinitin ít'éé'? Who was Kee teaching?
- B. Bitsoii neinitin ít'éé'. He was teaching his grandmother.
- A. Éí-dó' nanítin ya'? You teach her too, don't you?
- B. Ou' éí nanishtin. Yes, I do teach her.

- A. Háá-góó-sh díníyá? Where are you going?
- B. Ólta'-góó déyá. I am going to the school.
- A. Ha'át'íí-sh biniyé? Why?
- B. Áa-di naashnish doo biniyé ákóó déyá. Because I am going to work there, I am going.

Survival Expressionsclassroom expressions

- Naa hoolzhiizh. It is not your turn.
- Doo naa hoolzhiizh da. It is not your turn.
- Haadeilghííh. Let's rest.
- Neeznáá dahalzhin-go Let's rest for ten minutes.
haadeilghííh.

Hah-go-sh kwe'é ndiikah?

Kóne' áda'íílt'oh ya'?

Gohwééh dadiidlii±.

When are we to return here?

Can we smoke in here?

Let's have some coffee.

find out how to say

Don't talk.

All of you sit down.

How much is it worth?

How do you feel?

Unit Eight

CORE STAGE

Cycle 53

Manipulation Phasemodel

Diné bizaad yí.hoo.ł'aah.

He is learning Navaho.

substitution

diné bizaad
 bilagáana bizaad
 naakaii bizaad
 'áníídí bahane'ígíí (news)
 diné bahane' (Navaho tale)
 diyin bahane' (religious tale)

Diné bizaad yí.hoo.ł'aah.
 Bilagáana bizaad yí.hoo.ł'aah.
 Naakaii bizaad yí.hoo.ł'aah.
 'Áníídí bahané'ígíí yí.hoo.ł'aah.
 Diné bahane' yí.hoo.ł'aah.
 Diyin bahane' yí.hoo.ł'aah.

model

Ha'át'íí-sh yí.hoo.ł'aah?

What is he learning?

pattern response

A

Diné bizaad daats'í yí.hoo.ł'aah,
 Bilagáana bizaad daats'í?
 Naakaii bizaad daats'í yí.hoo.ł'aah,
 Bilagáana bizaad daats'í?
 Diné bahane' daats'í yí.hoo.ł'aah,
 bilagáana bahane' daats'í?
 Diné bahane' daats'í yí.hoo.ł'aah,
 diyin bahane' daats'í?
 Áníídi bahane'-ígíí daats'í yí.hoo.ł'aah
 bilagáana bahane' daats'í?
 Bilagáana bizaad daats'í yí.hoo.ł'aah
 naakaii bahane' daats'í?
 Ałk'idáá' bahane' daats'í
 yí.hoo.ł'aah, ániidi
 bahane'-ígíí daats'í?

B

Bilagáana bizaad yí.hoo.ł'aah.
 Bilagáana bizaad yí.hoo.ł'aah.
 Bilagáana bahane' yí.hoo.ł'aah.
 Diyin bahane' yí.hoo.ł'aah.
 Bilagáana bahane' yí.hoo.ł'aah.
 Naakaii bizaad yí.hoo.ł'aah.
 Áníídi bahane'-ígíí yí.hoo.ł'aah.

dialogue

A. Ha'át'íí-sh yí.hoo.ł'aah?

B. Diné bizaad yí.hoo.ł'aah?

Use Phaselistening for comprehension

A. Kíi-sh kóó naa.ghá?

B. Dooda, ólta'-di naa.ghá.

A. Ha'át'íí-sh yaa naa.ghá?

B. Doo shíł bée hozin da. 'Ó.łta' daats'í.

A. Ha'át'íí-sh yaa 'Ó.łta'?

B. Bilagáana bizaad daats'í yaa 'Ó.łta', alk'idáá' bahane' daats'í.

A. Bilagáana bizaad daats'í, nizhoní-go yí.hoo.ł'aah.

appropriate response

1. Kíi háa-di-sh naa.ghá?

2. Ólta'-di-sh naa.ghá?

3. Ha'át'íí-sh yaa naa.ghá?

4. Da' 'Ó.łta'?

5. Ha'át'íí-sh yaa 'Ó.łta'?

6. Bilagáana bizaad daats'í yaa 'Ó.łta', alk'idáá' bahane' daats'í.

retelling

Tell a story from the information given in the dialogue. Also, add some new information of your own.

directed discourse

Ábidiní: Ha'át'íí-sh yí.hoo.ł'aah?

Bilagáana bizaad daats'í yí.hoo.ł'aah, diné bizaad daats'í?

Bilagáana-sh yi.dii.ts'a' daats'í?

Ha'át'íí-sh yaa naa.ghá doo?

Adáádáá' háa-di-sh naa.gháá nt'éé'?

interpreting

1. Ask him if (name) is learning Spanish, English, or Navaho.
2. Ask him where (name) learned Navaho.
3. Ask him if he will study English or Spanish.
4. Ask him what he is doing?
5. Ask him how long (name) studied English.

Cycle 54

Manipulation Phasemodel

Áłchíní diné bizaad yí.da.hoo.ł'aah nt'ée'.

The children were learning Navaho.

substitution

álchíní	Áłchíní diné bizaad yí.da.hoo.ł'aah nt'ée'.
bá'ólta'í	Bá'ólta'í diné bizaad yí.da.hoo.ł'aah nt'ée'.
ée'neishoodii (missionaries)	Éé'neishoodi diné bizaad yí.da.hoo.ł'aah nt'ée'.
hastóí	Hastóí diné bizaad yí.da.hoo.ł'aah nt'ée'.
sáanii	Sáanii diné bizaad yí.da.hoo.ł'aah nt'ée'.
ashiiké (boys)	Ashiiké diné bizaad yí.da.hoo.ł'aah nt'ée'.
at'éeéké (girls)	At'éeéké diné bizaad yí.da.hoo.ł'aah nt'ée'.

substitution

bilagáana bizaad

na'ach'ahi (drawing)

wolta'í (reading)

dinébizaad

Áłchíní bilagáana bizaad
yí.da.hoo.ł'aah nt'éé'.Áłchíní na'ach'ahí yí.da.hoo.ł'aah
nt'éé'.Áłchíní wolta'í yí.da.hoo.ł'aah
nt'éé'.Áłchíní diné bizaad yí.da.hoo.ł'aah
nt'éé'.model

Háí-shą' diné bizaad yí.da.hoo.ł'aah nt'éé'?

Who was learning Navaho?

substitution

háí-shą'

da'

háá-dąą'-sh

háí-sh

Háí-shą' diné bizaad yí.da.hoo.ł'aah
nt'éé'?Da' diné bizaad yí.da.hoo.ł'aah
nt'éé'?Háá-dąą'-sh diné bizaad yí.da.hoo.ł'aah
nt'éé'?Háí-sh diné bizaad yí.da.hoo.ł'aah
nt'éé'?dialogue

A. Háí-shą' diné bizaad yí.da.hoo.ł'aah nt'éé'?

B. Áłchíní diné bizaad yí.da.hoo.ł'aah nt'éé'.

Use Phaselistening for comprehension

- A. Da' sha'áłchíní ná da'ó.łta'?
- B. Ou' shá da'ó.łta'.
- A. Bilagáana bizaad daats'í yí.da.hoo.ł'aah?
- B. Ła' bilagáana dei.dii.ts'a'. Ła' dooda.
- A. Nizhoní-go-sh dei.dii.ts'a'?
- B. Bilagáana bizaad dóó diné bizaad dei.dii.ts'a'.
- A. Áłchíní Ła' bilagáana bizaad doo yí.da.hoo.ł'aah da ya'?

appropriate questioning

Nabídíłkid: Áłchíní háí-sh yá da'ó.łta'?

Da' bilagáana bizaad yaa 'ó.łta'?

Éí nizhoní-go-sh yí.da.hoo.ł'aah?

Ha'át'íí-dó' yí.da.hoo.ł'aah?

Bilagáana yá'át'ééh-go dei.dii.ts'a'?

Áłchíní Ła' bilagáana doo dei.dii.ts'a' da ya'?

retelling

Report to the class the information about the children's progress you obtained in the dialogue.

Cycle 55

Manipulation Phasemodel

Ch'iyáán 'ál'ííjí bí.hoo.sh.'aah (bí.hoo.sh.ł'aah) doo.

I will be learning how to cook.

substitution (occupations)

ch'iyáán	Ch'iyáán 'ál'ííjǫ́ bí.hoo.sh.'aah doo.
kin	Kin 'ál'ííjǫ́ bí.hoo.sh.'aah doo.
hooghan	Hooghan 'ál'ííjǫ́ bí.hoo.sh.'aah doo.
éé' (clothes)	Éé' 'ál'ííjǫ́ bí.hoo.sh.'aah doo.
chidí	Chidí 'ál'ííjǫ́ bí.hoo.sh.'aah doo.

substitution

hashtaal-go (I am singing)	Hashtaal-go bí.hoo.sh.'aah doo.
ashzhiish-go (I am dancing)	Ashzhiish-go bí.hoo.sh.'aah doo.
jooł bee naashné-go (I am playing ball)	Jooł bee naashné-go bí.hoo.sh.'aah doo.
diné'eh-jí yáshti'-go (I am speaking Navaho)	Diné'eh-jí yáshti'-go bí.hoo.sh.'aah doo.
'íínísh-ta'-go (I am reading)	'íínísh-ta'-go bí.hoo.sh.'aah doo.

model

Ha'át'íí-sh bí.hoo.ł'aah (bí.hoo.ni.ł'aah) doo?

What will you be learning?

dialogue

A. Ha'át'íí-sh bí.hoo.ł'aah doo?

B. Ch'iyáán ál'ííjǫ́ bí.hoo.sh.'aah doo.

Use Phase

appropriate response

1. Ch'iyáán ál'ííjǫ́-sh bí.hoo.ł'aah?
2. Háí-sh kin ál'ííjǫ́ bí.hoo.ł'aah?
3. Kin ál'ííjǫ́-sh bí.hoo.ł'aah?
4. Hooghan ál'ííjǫ́-sh bí.hoo.ł'aah?
5. Ha'át'íí-sh bí.hoo.ł'aah dooleeł?
6. Aníídí bahane'ígíí-sh bí.hoo.ł'aah?
7. Ha'át'íí-sh bí.hoo.ł'aah?
8. Diné bahane'-sh bí.hoo.ł'aah?

directed discourse

Nabídílkid: Ha'át'íí-sh yí.hoo.ɬ'aah?
 Bidiní: Ch'iyáán ál'ííjí bí.hoo.ɬ'aah.
 Nabídílkid: Ha'át'íí-sh yaa naa.ghá?
 Bidiní: Chidí bi.naa.sh.nish.
 Nabídílkid: Háá-dǵǵ' Tséch'ízhí-di naa.kai nt'ěě'?
 Bidiní: Aɬk'idǵǵ' éa-di neii.kai nt'ěě'.

Cycle 56

Manipulation Phasemodel

Bilagáana bizaad bí.hwii.l'aah (bí.ho.ii.l'aah) nt'ěě'.

We were learning English.

substitution

bilagáana bizaad

naanish (work)

diyin bahane'

ch'iyáán 'ál'ííjí

Bilagáana bizaad bí.hwii.l'aah
 nt'ěě'.

Naanish bí.hwii.l'aah nt'ěě'.

Diyin bahane' bí.hwii.l'aah nt'ěě'.

Ch'iyáán 'ál'ííjí bí.hwii.l'aah
 nt'ěě'.

substitution with pattern response

bí.hwii.l'aah

baa 'íí.ní.sh.ta'

yí.hoo.ɬ'aah

yaa 'ó.ɬta'

baa da'íí.níi.lta'

Bilagáana bizaad doo bí.hwii.l'aah
 da nt'ěě'.

Bilagáana bizaad doo baa 'íí.ní.sh.ta'
 da nt'ěě'.

Bilagáana bizaad doo yí.hoo.ɬ'aah da
 nt'ěě'.

Bilagáana bizaad doo yaa 'ó.ɬta' da
 nt'ěě'.

Bilagáana bizaad doo baa da'íí.níi.lta'
 da nt'ěě'.

dii.s.ts'a'

yi.dii.ts'a'

bí.da.hwii.l'aah

Bilagáana bizaad doo dii.s.ts'a' da
nt'ée'.

Bilagáana bizaad doo yi.dii.ts'a' da
nt'ée'.

Bilagáana bizaad doo bí.da.hwii.l'aah
da nt'ée'.

model

Ha'át'íí-sh bí.hoo.ɬ'aah? (bí.ho.oh.ɬ'aah)

What are you (2) learning?

substitution with pattern response

bí.hoo.ɬ'aah

baa 'íí.ní.ɬta'

baa da'íí.nó.ɬta'

bí.da.hoo.ɬ'aah

di.ni.ts'a'

bí.hoo.ɬ'aah

Ha'át'íí-sh doo bí.hoo.ɬ'aah da
nt'ée'?

Ha'át'íí-sh doo baa 'íí.ní.ɬta' da
nt'ée'?

Ha'át'íí-sh doo baa da'íí.nó.ɬta' da
nt'ée'?

Ha'át'íí-sh doo bí.da.hoo.ɬ'aah da
nt'ée'?

Ha'át'íí-sh doo di.ni.ts'a' da nt'ée'?

Ha'át'íí-sh doo bí.hoo.ɬ'aah da
nt'ée'?

dialogue

A. Ha'át'íí-sh bí.hoo.ɬ'aah?

B. Bilagáana bizaad bí.hwii.l'aah.

Use Phaseparaphrase

Ask a student the question, then another. Finally, paraphrase the two questions as one asked of both individuals.

Ha'át'íí-sh baa 'íí.ní.łta', ni-sha'?

Ha'át'íí-sh baa 'íí.nó.łta'?

Ha'át'íí-sh baa na.ni.ná, ni-sha'?

Ha'át'íí-sh yaa naa.ghá, naghái-sha'?

Ha'át'íí-sh bí.hoo.ł'aah, ni-sha'?

Diné'eh-jí-ísh yá.ní.łti', ni-sha'?

Hái-sh bá na.ni.lnish, ni-sha'?

Haa-di-sh na.ghan, ni-sha'?

Unit Eight

REVIEW STAGELooking Back

- A. Adáádaá ha'át'íí-sh bíhooł'aah nt'éé'?
- B. 'Íínísh'ta'-go bíhoosh'aah nt'éé'.
- A. Háa-di-sh?
- B. Nléí ólta'-di bá'ólta'í baghan-di.
- A. Áłchíní ałdó' éí yídahooł'aah nt'éé' ya'?
- B. Shí t'éiyá.

- A. Nagháí-sh bilagáana bizaad yíhooł'aah?
- B. Hóla, doo shíł bée'hózin da.
- A. Diné bizaad daats'í?
- B. Daats'í.

- A. Da' diné bizaad bíhooł'aah?
- B. Ou' kóó diné bizaad baa da'ííníilta'.

Unit Nine

PREPARATION STAGEProgramgrammatical points

1. Contrast:

(a) Álchíní nanishtin. 'I teach children.'

(b) Na'nishtin. 'I teach someone.'

(a) Naaltsos yínishta'. 'I read a book.'

(b) 'íínishta'. 'I read something.'

(a) Diyogí yitl'ó. 'He weaves a rug.'

(b) 'Atl'ó. 'He weaves something.'

2. Álchíní nanishtin. vs Na'nishtin.

children

In the first example, the word álchíní, 'children' is present. In the first example, who are you teaching?

a definite object

3. The word 'children' is a definite known object because we know who is being taught. What is the word 'children' called?

4. When a definite object is present, the verb '[I] teach' is nanishtin. When no definite object is present, the verb '[I] teach' is na'nishtin.

a glottal stop (')

5. What is present in the word na'nishtin that is not present in the word nanishtin?

- yes 6. In the sentence Álchíní nanishtin, do you know who you are teaching?
- no 7. In the sentence Na'nishtin, (I teach someone) do you know who you are teaching?
- (a) 8. Examine again the first set of expressions at the top of the page. Which sentence has a definite known object, (a) or (b)?
- (b) 9. Which sentence contains a glottal stop (') in the verb?
10. Naaltsoos yínishtá'. vs 'íínishtá'.
In the first example, the word naaltsoos 'book' is present. What are you reading?
- a book 11. The word book is a _____ known object.
- definite 12. What is present in 'íínishtá' that is absent in yínishtá'?
- a glottal stop (') 13. Diyogí yitl'ó. vs 'Atl'ó.
In the first sentence, the word diyogí, 'rug' is present. What are you weaving?
- a rug 14. Is 'rug' a definite known object?
- yes 15. Which sentence has no definite known object and a glottal stop at the front of the verb?
- (b) 16. Now complete this generalization, remembering the three examples you have just worked with:
- definite When a _____ known object is present in the sentence, there (is/is not) a glottal stop in the front or the middle of the verb.
- not
- glottal When the object is unknown or indefinite, there is a _____ stop in the front or middle of the verb.

na'nishtin

áłchíní nanishtin

baa

'about it'

Navaho
Spanish
English

17. Write 'I teach someone.' _____

18. Write 'I teach children.' _____

19. Diné bizaad bina'nishtin. 'I teach Navaho' or
'I teach someone Navaho.' To teach or give
instruction in Navaho requires the postposition
baa, 'about it.' Write the Navaho word for
'about it.'

20. What does baa mean?

21. You have learned baa becomes bi if it is attached
to the verb.

22. Translate the following expressions:

diné bizaad
naakaii bizaad
bilagáana bizaad

23. Now fill in the blanks.

bi	Diné bizaad	__na'nishtin.	'I teach Navaho.'
bi	Bilagáana áhonííłígíí	__na'nishtin.	'I teach about what happens among the whiteman.'
bi	Diné báhane'	__na'nishtin.	'I teach about Navaho stories.'

24. Translate the following:

I teach someone
Navaho.

Diné bizaad bina'nishtin.

I teach someone
what happens among
the whitemen.

Bilagáana áhonííłígíí bina'nishtin.

25. Say the following:

Áłchíní dinétah-go áhonííł-ígíí binanishtin.

'I teach the children about what happens among the Navahos.'

In this example, we have combined the two concepts, 'I teach someone what happens among the Navaho,' and 'I teach children.'

Áłchíní nanishtin.

Dinétah-go
áhonííł-ígíí
bina'nishtin.

áłchíní

dinétah-go
áhonííł-ígíí

it drops

an indefinite object

nanishtin

Áłchíní dinétah-go
áhonííł-ígíí
binanishtin.

26. Write 'I teach children' in Navaho.

27. Now write in Navaho: 'I teach someone about what happens among the Navahos.'

28. Notice that a subject is taught to the children. That is, there is a definite known object. What is that object?

29. What is the subject being taught?

30. When a definite object is present, what happens to the glottal (') in na'nishtin?

31. What does the glottal represent?

32. Which is correct?

Áłchíní (na'nishtin/nanishtin).

33. Write 'I teach the children about what happens among the Navahos.'

Summary

DEFINITE KNOWN OBJECT: In a sentence that does not have a definite known object, there is a glottal stop present in the verb.

Na'nishtin.

'I teach someone.'

'Ííníshhta'.

'I read something.'

In a sentence that has a definite known object,
the glottal stop is dropped.

Áłchíní nanishtin.	'I teach <u>children</u> .
Naaltsoos yínishta.	'I read a <u>book</u> .

Written Exercises

1. Circle the words that do not have a definite known object.

yínishta	'adleesh	yishdleesh
'atł'ó	yishdlá	'adisbaas
nanishtin	na'nishtin	haasbaas
yitł'ó	'ashdlá	disbaas

2. Translate into Navaho.

- I read something.
- He weaves a rug.
- I teach children.
- I teach something.
- I read a book.
- He weaves something.

3. Translate into English.

- Áłchíní dinétah-go áhonííł-ígíí binanishtin.
- Áłchíní diné báhane' binanishtin.
- Áłchíní bilagáana bizaad binanishtin.
- Áłchíní bilagáanatah-go áhonííł-ígíí binanishtin.
- Áłchíní naakaii bizaad binanishtin.
- Áłchíní bilagáana báhane' binanishtin.

Listening In

- A. Háí-sh na'nitin.
- B. Bilagáana léí' na'nitin.
- A. Da' na'nítin-dó'?
- B. Ou' na'nishtin.
- A. Háa-dáá' na'nítin?
- B. Abíní-dáá' na'nishtin.

- A. Kíi háí-sha' neinitin nt'éé'?
- B. Bitsoii neintin nt'éé'.
- A. Éí-dó' nanítin ya'?
- B. Ou' éí nanishtin.

- A. Hah-go-sh áłchíní yázhí nanítin doo?
- B. Yiskáa-go áłchíní yázhí nanishtin doo.
- A. Ha'át'íí-sh bina'nítin doo?
- B. Bilagáanatah-go áhonííł-ígíí bina'nishtin doo.

Memorization

- A. Háí-sh na'nitin?
- B. Hóla, hastiin léí' na'nitin.

- A. Áłchíní nanítin ya'?
- B. Ou' éí nanishtin.

- A. Háí-sh diné bahane' binanítin?
- B. Áłchíní yázhí diné bahane' binanishtin.

Looking AheadVocabularyimmediate use

na'nitin	he teaches
na'nishtin	I teach
na'nítin	you teach
neintin	he teaches (someone definite)
nanishtin	I teach (someone definite)
nanítin	you teach (someone definite)
bitsoii	grandchild
-ké	plural added to kinship terms
hah-go-sh	when, in the future
háá-dáá'	when in the past

anticipated use

deeyá	he is going
déyá	I am going
díníyá	you are going
biniiyé	because, for that reason
níyá	he came, arrived

Listening For Study

- A. Háá-góó-sh díníyá? Where are you going?
- B. Naalyéhé báhooghan-góó déyá. I am going to the trading post.
- A. Shi-dó' ákóó déyá. Me too, I am going there.
- B. Ha'át'íí-sh biniiyé ákóó? Why?
-
- A. Ha'át'íí-sh biniiyé ndáá'-góó díníyá? Why are you going to the squaw dance?
- B. Áa-di hashtaał doo biniiyé. Because I am going to sing there.
- A. Ha'át'íí-sh bee díníyá? How are you going?
- B. Líí' bee déyá. I am going by horse.
- A. Nagháí-sh ałdó' ákóó deeyá? How about him, is he going?

Survival Expressions

Dinohbìh.

Sit down.

T'áadoo yádaol'ti'í

Don't talk.

Díkwíí-sh bááh ílǐ?

How much is it?

Haa nít'é?

How do you feel?

Doo ílǐ da.

It's not worth it.

Ayóo ílǐ lá.

It's too much.

Doo nisin da.

I don't want it.

what does it mean

Ákwíínisin.

Át'ahígo.

Hahó'ógo.

Lá'a.

T'áá áłají'.

Unit Nine

CORE STAGE

Cycle 57

Manipulation Phasemodel

Bilagáana léí' na'.ni.tin. (na.'.ni.φ.tin).

The whiteman teaches (is teaching.)

substitution

hastiin
bilagáana
diné
naakaii
naakaii lizhiní (Negro)
beesh bich'ahí (German)

Hastiin léí' na'.ni.tin.
Bilagáana léí' na'.ni.tin.
Diné léí' na'.ni.tin.
Naakaii léí' na'.ni.tin.
Naakaii lizhiní léí' na'.ni.tin.
Beesh Bich'ahí léí' na'.ni.tin.

grammatical substitution

bilagáana léí'
ólta'-di
áa-di
adáádáá' - nt'ée'
doo
Hastiin Yázhí
t'áá'alá'í ahée'ílkid-go

Bilagáana léí' na'.ni.tin.
Ólta'-di na'.ni.tin.
Áa-di na'.ni.tin.
Adáádáá' na'.ni.tin nt'ée'.
Na'.ni.tin doo.
Hastiin Yázhí na'.ni.tin doo.
T'áá'alá'í ahée'ílkid-go na'.ni.tin
doo.

model

Háí-sh na'.ni.tin? (na.'.ni.φ.tin).

Who teaches (is teaching)?

translation

1. Who teaches?
2. Where does he teach?
3. When did he teach?
4. How long did he teach?
5. The Negro will teach.
6. He will teach at Holbrook.

dialogue

A. Háí-sh na'.ni.tin.

B. Bilagáana léí' na'.ni.tin.

Use Phaselistening for comprehension

- A. Hastiin Nééz kóó-sh naa.ghá?
- B. Dooda, doo si.dáa da.
- A. Ha'át'íí-sh yaa naa.ghá?
- B. Na'.ni.tin.
- A. Háa-di-sh na'.ni.tin?
- B. Nléí ólta'-di na'.ni.tin.

appropriate response

1. Da' Hastiin Nééz si.da?
2. Da' na'.ni.tin?
3. Háa-di-sh na'.ni.tin?

listening for comprehension (picture of a teacher)

Díí asdzáán bá'ólta'í nilí. Wááshindoon yá naa.lnish. Bá'ólta'í na'.ni.tin. Tségháhoodzání-di na'.ni.tin.

appropriate response

1. Da' asdzáán bá'ólta'í nilí?
 2. Háí-sh yá naa.lnish?
 3. Háa-di-sh naa.lnish?
 4. Ha'át'íí-sh yaa naa.ghá?
-

Cycle 58

Manipulation Phasemodel

Abíní-dǎǎ' na'.ni.sh.tin nt'ée'.	I was teaching this (past) morning.
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substitution

jíí-dǎǎ' (today)
 abíní-dǎǎ'
 adǎǎdǎǎ'
 tǎ'ée'-dǎǎ'

Jíí-dǎǎ' na'.ni.sh.tin nt'ée'.
 Abíní-dǎǎ' na'.ni.sh.tin nt'ée'.
 Adǎǎdǎǎ' na'.ni.sh.tin nt'ée'.
 Tǎ'ée'-dǎǎ' na'.ni.sh.tin nt'ée'.

supplimentary vocabulary-repetition

dííjí (today)
 díí abíní (this morning-present)
 díí tǎ'ée' (tonight)
 k'ad (now)

Dííjí na'.ni.sh.tin doo.
 Díí abíní na'.ni.sh.tin doo.
 Díí tǎ'ée' na'.ni.sh.tin doo.
 K'ad na'.ni.sh.tin doo.

substitution

dííjí
 díí tǎ'ée'
 k'ad
 díí abíní

Dííjí na'.ni.sh.tin doo.
 Díí tǎ'ée' na'.ni.sh.tin doo.
 K'ad na'.ni.sh.tin doo.
 Díí abíní na'.ni.sh.tin doo.

model

Háá-dǎǎ' na'.ní.tin nt'ée'?	When were you teaching?
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substitution

dííjí-sh
 díí tǎ'ée'-sh
 k'ad-ísh
 díí abíní-sh

Dííjí-sh na'.ní.tin doo?
 Díí tǎ'ée'-sh na'.ní.tin doo?
 K'ad-ísh na'.ní.tin doo?
 Díí abíní-sh na'.ní.tin doo.

dialogue 1

A. K'ad-ísh na'.ní.tin?

B. Ou', k'ad na'.ni.sh.tin.

dialogue 2

A. Da' jíí-dáá' na'.ní.tin nt'éé'?

B. Ou', abíní-dáá' na'.ni.sh.tin nt'éé'.

Use Phaselistening for comprehension (picture of a male teacher)

Bá'ólta'í ni.sh.íí. Henry yi.ni.sh.yé. T'áá kóó na'.ni.sh.tin. Diné bá naa.sh.nish. Díí abíní-dáá' doo na'.ni.sh.tin da. Hooghan-di naa.sháá nt'éé'. Naaki nááhai-go kóó na'.ni.sh.tin. Táá' nááhai-jí' na'.ni.sh.tin doo daats'í.

appropriate response

1. Da' bá'ólta'í ni.lí?
2. Háa-di-sh na'.ni.tin?
3. Háí-sh yá na'.ni.tin?
4. Háá-dáá'-sh doo na'.ni.tin da nt'éé'?
5. Abíní-dáá' háa-di-sh naa.gháá nt'éé'?
6. Haa nízaad-go ólta'-di naa.gháá doo?

restaging

Act out the dialogue. Then seek the same information from each other. Answer with the truth.

retelling

Retell the story about the teacher.

Cycle 59

Manipulation Phasemodel

Bitsoi nei.ni.tin (na.yi.ni.tin) nt'ée'.

He taught her grandchild.

substitution

bitsoi
bináí (paternal grandchild or
grandfather)
bida' (nephew or uncle)
bichei (maternal grandfather)

Bitsoi nei.ni.tin.

Bináí nei.ni.tin.

Bida' nei.ni.tin.

Bichei nei.ni.tin.

integration

na'.ni.sh.tin	- áłchíní	Áłchíní na.ni.sh.tin.
na'.ni.tin	- at'ééké	At'ééké na.ni.tin.
Kíi na'.ni.tin	- hastóí	Kíi hastóí nei.ni.tin.
Kíi na'.ni.tin	- bichei	Kíi bichei nei.ni.tin.
na'.ni.sh.tin	- naałání	Naałání na.ni.sh.tin.
na'.ní.tin	- nida'	Nida' na.ní.tin.
na'.ní.tin	- diné	Diné na.ní.tin.
Hastiin Yázhí na'.ni.tin	- ba'áłchíní	Hastiin Yázhí ba'áłchíní nei.ni.tin.
na'.ni.sh.tin	- sha'áłchíní	Sha'áłchíní na.ni.sh.tin.

model

Kíi háí-sha' nei.ni.tin (na.yi.ni.tin) nt'ée'?

Who was Kee teaching?

expansion and variable slot substitution

Kíi háí-shą' nei.ni.tin.

Kíi áłchíní nei.ni.tin.

Kíi áłchíní nei.ni.tin nt'ée'.

Mary áłchíní nei.ni.tin nt'ée'.

Háa-daa'-sh Mary áłchíní nei.ni.tin nt'ée'?

Háa-daa'-sh Mary at'éeke nei.ni.tin nt'ée'?

Háa-di-sh Mary ashiike nei.ni.tin nt'ée'?

T'iisyaakin-di Mary ashiike nei.ni.tin nt'ée'?

dialogue

A. Kíi háí-shą' nei.ni.tin?

B. Bitsoi nei.ni.tin.

Use Phaselistening for comprehension

Hastiin Yázhí yi.ni.sh.yé. Áłchíní na.ni.sh.tin nt'ée'; k'ad
Ch'ínlíí-di naa.shá. Diné bá naa.sh.nish. Áłchíní yázhí doo na.ni.sh.tin
da. K'ad hastoi sání na.ni.sh.tin. Ndi ólta'di na'.ni.sh.tin.

appropriate response

1. Háí-sh áłchíní nei.ni.tin nt'ée'?
2. Háa-di-sh naa.ghá?
3. Da' áłchíní nei.ni.tin?
4. Háí-sh nei.ni.tin k'ad?
5. Háa-di-sh na'.ni.tin?

recapitulation

State briefly the highlights of the story.

Cycle 60

Manipulation Phasemodel

Éí na.ni.sh.tin.

I teach them.

restatement (assume you know the referent)

Naałáńí (other Indians) na.ni.sh.tin.	Éí na.ni.sh.tin.
Áłchíní na.ni.sh.tin.	Éí na.ni.sh.tin.
Hastóí na.ni.sh.tin.	Éí na.ni.sh.tin.
Sáanii na.ni.sh.tin.	Éí na.ni.sh.tin.
'Éé'neishoodii na.ni.sh.tin.	Éí na.ni.sh.tin.
Hastiin Yázhí na.ni.sh.tin.	Éí na.ni.sh.tin.
Shizhé'é (my father) na.ni.sh.tin.	Éí na.ni.sh.tin.

model

Áłchíní na.ní.tin ya'?

You teach children, right?

conversion (make the statement a tag question)

Áłchíní na.ní.tin.	Áłchíní na.ní.tin ya'?
Diné di.ni.ts'a'.	Diné di.ni.ts'a' ya'?
Bilagáana na.ní.tin.	Bilagáana na.ní.tin ya'?
Áa-di na.ni.náá nt'éé'.	Áa-di na.ni.náá nt'éé' ya'?
Dzilghá'í kóó naa.kai.	Dzilghá'í kóó naa.kai ya'?

pattern response

Nizhé'é na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Bilagáana na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Naakaii na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Diné na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Naałáńí na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Hastóí na.ní.tin ya'?	Ou' éí na.ni.sh.tin.
Áłchíní na.ní.tin ya'?	Ou' éí na.ni.sh.tin.

dialogue

A. Áłchíní na.ní.tin ya'?

B. Ou' éí na.ni.sh.tin.

Use Phaselistening for comprehension

Bá'ólta'í nish.łí, na'.ni.sh.tin. Áłchíní yázhí na.ni.sh.tin. Tséch'ízhí-di na'.ni.sh.tin.. Diné bá naa.sh.nish. Ashdla' nááhai-jí' áłchíní na.ni.sh.tin.

appropriate response

1. Ha'át'íí-sh ni.łí?
2. Ha'át'íí-sh yaa naa.ghá?
3. Háí-sh nei.ni.tin?
4. Háa-di-sh na'.ni.tin?
5. Háí-sh yá naa.lnish?
6. Haa nízaad-jí' áłchíní nei.ni.tin?

restaging

Act out a dialogue for the story.

Cycle 61

Manipulation Phasemodel

Yiskáa-go áłchíní yázhí na.ni.sh.tin dooleeł.

Tomorrow I will be teaching the little children.

substitution

naaki yiskáa-go (in two days)
damóo-go (Sunday)
damóo yázhí-go (Saturday) 'little
Sunday'
damóo biiskání-go (Monday) 'following
Sunday'

Naaki yiskáa-go áłchíní yázhí
na.ni.sh.tin dooleeł.
Damóo-go áłchíní yázhí na.ni.sh.tin
dooleeł.
Damóo yázhí-go áłchíní yázhí
na.ni.sh.tin dooleeł.
Damóo biiskání-go áłchíní yázhí
na.ni.sh.tin dooleeł.

grammatical substitution

yiskáa-go	-	doolee±
adááadáá'	-	nt'ée'
damóo-go	-	doolee±
tl'ée'-dáá'	-	nt'ée'
damóo yázhí-go	-	doolee±
naaki yiskáa-dáá'	-	nt'ée'
damóo biiskání-go	-	doolee±

Yiskāa-go áłchíní yázhí na.ni.sh.tin
dooleeł.
Adāādāá' áłchíní yázhí na.ni.sh.tin
ńt'ěě'.
Damóo-go áłchíní yázhí na.ni.sh.tin
dooleeł.
Tł'ěé'-dāá' áłchíní yázhí na.ni.sh.tin
ńt'ěě'.
Damóo yázhí-go áłchíní yázhí
na.ni.sh.tin dooleeł.
Naaki yiskāa-dāá' áłchíní yázhí
na.ni.sh.tin ńt'ěě'.
Damóo biiskání-go áłchíní yázhí
na.ni.sh.tin dooleeł.

lexical substitution

TO THE STUDENT: -ké is a 'plural' added to some kinship terms.

Model: Álchíní na.ni.sh.tin.

ashiiké
at'ééké
hastóí sání (old men)
sitsoiké
shinálíké

Ashiiké na.ni.sh.tin.
At'ééké na.ni.sh.tin.
Hastóí sání na.ni.sh.tin.
Sitsoiké n.ni.sh.tin.
Shinálíké na.ni.sh.tin.

model

Hah-go-sh áłchíní yázhí na.ní.tin dooleeł?

When are you going to be teaching the children?

TO THE STUDENT: hah-go-sh asks 'when in the future.' Háá-dáá'-sh asks 'when in the past.'

completion (hah-go-sh or háá-dáá'-sh)

_____	na.ni.lnish doo?	Hah-go-sh na.ni.lnish doo?
_____	na'.ni.sh.tin doo?	Hah-go-sh na'.ni.lnish doo?
_____	nei.ni.tin nt'ée'?	Háá-dáá'-sh nei.ni.tin nt'ée'?
_____	na.ní.tin nt'ée'?	Háá-dáá'-sh na.ní.tin nt'ée'?
_____	na.ni.náá doo?	Hah-go-sh na.ni.náá doo?
_____	'íí.nó.łta' doo?	Hah-go-sh 'íí.nó.łta' doo?
_____	naa.lnish nt'ée'?	Háá-dáá'-sh naa.lnish nt'ée'?
_____	di.ni.ts'a' nt'ée'?	Háá-dáá'-sh di.ni.ts'a' nt'ée'?

dialogue

- A. Hah-go-sh áłchíní yázhí na.ní.tin dooleeł?
- B. Yiskáa-go áłchíní yázhí na.ni.sh.tin dooleeł.

Use Phaselistening for comprehension

- A. Hah-go-sh na'.ní.tin doo?
- B. T'áá'alá'í nááhai-go índá na'.ni.sh.tin doo.
- A. Háí-sh na.ní.tin doo?
- B. Áłchíní yázhí na.ni.sh.tin doo.
- A. Háa-di-sh na'.ni.tin doo.
- B. Doo shił bée hozin da.
- A. Na'ńzhoozhí-di daats'í, Tséch'ízhí-di daats'í, Ch'ínłíí-di daats'í?
- B. Ch'ínłíí-di na'.ni.sh.tin-go shił yá'át'éeł.

appropriate response

1. Hah-go-sh na'.ni.tin doo?
2. Háí-sh nei.ni.tin doo?
3. Háa-di-sh na'.ni.tin doo?

Cycle 62

Manipulation Phasemod

Bilagáanatah-go áhonííł-ígíí bina'.ni.sh.tin.

I teach about what happens among the whitemen.

substitution

bilagáanatah-go

dinétah-go

naakaiitah-go

áhonííł-ígíí

bilagáana bizaad

Bilagáanatah-go áhonííł-ígíí
bina'.ni.sh.tin.

Dinétah-go áhonííł-ígíí
bina'.ni.sh.tin.

Naakaiitah-go áhonííł-ígíí
bina'.ni.sh.tin.

Áhonííł-ígíí bina'.ni.sh.tin.

Bilagáana bizaad bina'.ni.sh.tin.

model

Ha'át'íí-sh bina'.ni.tin?

What do you teach?

repetition

Áłchíní na.ni.sh.tin.

Diné na.ni.sh.tin.

Hastóí na.ni.sh.tin.

Sáanii na.ni.sh.tin.

integration (follow the example)

Example: Áłchíní na.ni.sh.tin. - Bilagáanatah-go áhonííł-ígíí bina'.ni.sh.tin.

Áłchíní bilagáanatah-go áhonííł-ígíí bina.ni.sh.tin.

1. Diné na.ni.sh.tin. - Bilagáanatah-go áhonííł-ígíí bina'.ni.sh.tin.
2. Hastóí na.ní.tin. - Dinétah-go áhonííł-ígíí bina'.ní.tin.
3. Sáanii na.ní.tin. - Naakaiitah-go áhonííł-ígíí bina'.ní.tin.
4. Áłchíní nei.ni.tin. - Bilagáanatah-go áhonííł-ígíí yina'.ni.tin.
5. Sáanii nei.ni.tin. - Dinétah-go áhonííł-ígíí yina'.ni.tin.
6. At'ééke na.ní.tin. - Diné bizaad bina'.ní.tin.
7. Chii ashiike nei.ni.tin. - Kéyah yina'.ni.tin.
8. Kíi hastóí sání nei.ni.tin. - Alk'idáá' diné bahane' bina'.ni.tin.
9. Kíi háí-sh nei.ni.tin. - Alk'idáá' diné bahane' yina'.ni.tin.
10. Kíi áłchíní nei.ni.tin. - Ha'át'íí-sh yina'.ni.tin.
11. Háí-sh na.ní.tin. - Dinétah-go áhonííł-ígíí bina'.ní.tin.
12. Hastóí na.ní.tin. - Ha'át'íí-sh bina'.ní.tin.

dialogue 1

A. Ha'át'íí-sh bina'.ní.tin?

B. Bilagáanatah-go áhonííł-ígíí bina'.ni.sh.tin.

dialogue 2

A. Háí-sh diné bahane' bina.ní.tin?

B. Áłchíní diné bahane' bina.ni.sh.tin.

Use Phaselistening for comprehension

Ólta'di naa.sh.nish. Áłchíní na.ni.sh.tin. Dinék'eh-jí bina'.ni.sh.tin.
 Áłchíní bilagáanatah-go áhonííł-ígíí bina.ni.sh.tin. Bá'ólta'í ła'
 dinétah-go áhonííł-ígíí yina'.ni.tin.

appropriate response

1. Áłchíní-sh na.ní.tin?
2. Ha'át'íí-sh yina'.ni.tin?
3. At'ééké-sh kóó naa.kai?
4. Ha'át'íí-sh baa na.ni.ná?

interpreting

1. Ask him what he teaches.
2. Ask him if he speaks English.
3. Ask him where he learned Navaho.
4. Ask him if he is teaching his grandfather.
5. Ask him if I teach at Rough Rock.

Unit Nine

REVIEW STAGELooking Back

- A. Haa-di-sh na'nítin?
- B. Nléi Ch'ínlíí-di na'nishtin.
- A. Da' áłchíní yázhí nanítin?
- B. Dooda, ashiiké t'éiyá nanishtin.
- A. Ha'át'íí-sh binanítin leh?
- B. Jool bee na'ané-go binanishtin.

- A. Háí-sh kóne' na'nitin?
- B. Nagháí hastiin kóne' na'nitin.
- A. Yá'át'ééh-go-sh na'nitin?
- B. Áłchíní yázhí yá'át'ééh-go neinitin.

- A. Ólta'di ha'át'íí-sh baa naniná?
- B. Áłchíní nanishtin.
- A. Haa nízaad-go na'nitin?
- B. Díí' nááhai-ji' na'nishtin.

Unit Ten

PREPARATION STAGEProgramgrammatical pointsMotion Verbs

1. Navaho has a special class of verbs called motion verbs.
2. The unique feature of motion verbs is that stems have suppletive alternants, depending on the number of participants in the act of going.
3. Navaho has suppletive stems for the singular, dual, and plural stems of motion verbs.
4. You have already learned a motion verb, naaghá, 'he goes around.' You learned that naa'aash means 'two go around,' and naakai means 'three or more go around.'
5. Write the three stem alternants for the verb 'to go around.'

ghá

(singular) _____

'aash

(dual) _____

kai

(plural) _____

6. 'to go'

Singular

Dual

Plural

déyá

deet'áázh

deekai

díníyá

dishoo'áázh

disohkai

deeyá

deezh'áázh

deeskai

Write the three suppletive stems:

yá

'áázh

kai

7. dé of déyá, 'I am going' is actually a combination of the prefixes di.sé (di + sé → dé).
8. dí means 'to start'. sé indicates the action is a past action whose completion has a lasting and enduring effect.
9. For example, a rug is woven only once and it remains in the state of a rug.
10. dé is composed of what two prefixes?
11. Therefore déyá, 'I have completed starting to go' indicates that going is already under way and may last into the future.
12. di means _____
13. sé indicates a (past/present) action.
14. dé means an action started in the (past/present).
15. That act (may/may not) continue into the future.
16. What does déyá mean?
17. We can discover regularity in Navaho verbs by studying their underlying forms. The underlying forms of the verb 'to go' are analyzed for you on the next page.

di + sé

'to start'

past

past

may

I am going

18. Many apparent inconsistencies can be explained by the underlying form. Compare the real forms with the underlying forms.

'to go' real forms

Singular	Dual	Plural
déyá	deet'áázh	deekai
díníyá	dishoo'áázh	disohkai
deeyá	deezh'áázh	deeskai

'to go' underlying forms

Singular	Dual	Plural
di.si.sh.yá	di.si.ii.d'áázh	di.si.ii[Č]kai
di.sí.ní.yá	di.si.oo.'áázh	di.si.oh[Č]kai
di.si.ø.yá	di.si.ø.'áázh	di.si.ø[Č]kai

19. dishoo'áázh (from di.si.oo.'áázh) could be pronounced disoo'áázh; however, before stems which contain a zh, -s normally becomes sh.
20. Compare:
- | | | |
|-----------|---------------|---------------|
| deeyá | deezh'áázh | deeskai |
| 'he goes' | 'they (2) go' | 'they (3) go' |
21. deeyá, (from di.si.ø.yá, 'he goes') is inconsistent with deezh'áázh and deeskai. Both have a consonant zh or s before the first consonant of the stem.
22. deeyá has no consonant before the first consonant of the stem.
23. deeskai has the s of si in (di.si.[Č]kai).
24. deezh'áázh has a zh for si in (di.si.ø.'áázh).

does not

25. Notice the deeskai has a [C] in its underlying form. deezh'áázh (does/does not) have a [C].

26. [C] stands for a classifier.

27. Because there is no classifier [C] in deezh'áázh, the consonant is z or zh. zh is preferable because of the stem 'áázh'.

deezh'áázh

28. Which is preferred, deez'áázh or deezh'áázh?

29. In Navaho, the idea 'I go with you' is handled by saying

with you (1)	I	two go
nił	dé	áázh

you and me, or 2

The stem áázh indicates the number of people going. In this instance, how many are going?

30. Or
- | | | |
|-------------------|-----------|-----------------|
| with you
nihił | I
dësh | three go
kai |
| 2 | + | 1 = 3 |

The stem indicates that at least three people are going. nihił is 2 or more. dësh is 1, the total is at least three.

kai

31. Which stem, yá, kai, áázh, indicates 'three go'?

total number

32. The stem then indicates the _____ who are going or participating in the act of going.

33. In the following, select the appropriate stem only. Also, total the boxes as it is done above in number 30.

kai

with me	you (2)	
shił	dishoo	_____

1 + 2 = 3

_____ + _____ = _____

34.

kai

1 + 3 = 4

with him	we(3)	
bił	dee	_____

_____ + _____ = _____

35.

áázh

1 + 1 = 2

with him	you (1)	
bił	díní	_____

_____ + _____ = _____

yá

yá is singular

36. The act of going with someone cannot occur without at least two persons involved. Therefore which stem will not be used: kai, yá, áázh?

37. Why?

38. -ił means 'with.' Any of the pronouns can precede -ił. For example, shił, nił, bił, nihił, nihił.

39. The postposition indicates with whom one goes; with me, you, him, or us. Write the five pronouns combined with -ił.

shił

nił

bił

nihił

nihił

40. Anyone of the prefixes that indicate person and number may precede the stems áázh or kai. For example:

dé'áázh I (2) go	déshkai I (3) go	
díní'áázh you (2) go	díníkai you (3) go	
deezh'áázh he/they (2) go	deeskai he/they (3) go	disohkai you (2) (3) go

41. In the following boxes place the appropriate prefix:

désh

'I'

_____ kai

42.

díní

'you' (1)

_____ áázh

43.

disoh

'you' (2) (3)

_____ kai

44.

dee

'us' (2) (3)

_____ kai

45.

deezh

'he' (1)

_____ áázh

46.

dees

'they' (2) (3)

_____ kai

nił

dé

47. Now combine the above processes to say 'I go with you.' First write 'with you.'

48. Write 'I'.

49.

nił	dé	
you	+ me	= 2

áázh

nił dé'áázh

nił

dees

3 or more

kai

Nił deeskai.

deshkai

50. Write the stem for 'two go.'

51. Now write the whole construction.

52. Now write 'they go with you.'
First write 'with you.'

53. Write 'they (3).'

54. How many people are going?

55. Write the plural stem alternant of the verb 'ghá'.

56. Write the sentence 'they go with you.'

57. By now you may have noticed that dékai is actually deshkai. dé + [C]kai is deshkai. Write the correct form of dékai.

'came, go, arrived'

níyá	niit'áázh	niikai
yíníyá	noo'áázh	nohkai
níyá	ní'áázh	yikai

Underlying forms:

ní.sh.yá	ni.ii.[d]'áázh	ni.ii.[C]kai
yí.ní.yá	ni.oh.'áázh	ni.oh[C]kai
ní.φ.yá	ní.φ.'áázh	ni.φ[C]kai

58. The plurals, nohkai and yikai are the result of the dummy classifiers, ni.oh[C]kai and yi[C]kai.
59. h will occur before [C] when the [C] is present.
60. yi will replace ni when [C] is present.
61. What must be present for h and yi to occur in nohkai and yikai?

[C]

62.

bił	yíní'	áázh
with him	you	two arrived

$$1 + 1 = 2$$

As in the verb 'to go', bił díní'áázh, 'with him you two go', one can arrive with someone.

63. Change the verb stem to the correct number of persons arriving.

kai

bił	yíní_____
them	you

$$2 + 1$$

64.

áázh

yił	ni_____
him	he

$$1 + 1$$

65.

kai

bił	nii _____
him	we

1 + 2

66. Now change the person markers: (Refer to chart)

yíní

shił you (1) áázh

67.

nii

nił we (3) kai

68.

yi

yił they (3) kai

69.

nísh

nihił I kai

70. Now write in Navaho:

nił ní'áázh

with you he two arrived

71.

yił yikai

with them he three arrived

72.

nihił níshkai

with you(3) I three arrived

73. bił níshkai, 'I came with them'. Where did the -sh come from? When 'I', ní occurs before [C], sh appears.

74. Write the three changes before [C]kai.

yikai

nohkai

níshkai

75. Write the two person markers that occur before [C].

-sh

h

Summary

SUPPLETIVE STEMS:

Navaho has a class of verbs with suppletive stems. They are 'go verbs.'

Singular	Dual	Plural
yá	'áázh	kai
1	2	3

FIRST PERSON:

The first person forms of 'to go' are:

déyá	deet 'áázh	deekai
I	we(2)	we(3)

SECOND PERSON:

The second person (you) forms of 'to go' are:

díníyá	dishoo 'áázh	disohkai
you (1)	you (2)	you (3)

THIRD PERSON:

The third person forms of 'to go' are:

deeyá	deezh'áázh	deeskai
he	they (2)	they (3)

TO ARRIVE, COME, GO:

'To arrive' is also a 'motion verb.' It too has suppletive stems.

SUPPLETIVE STEMS:

Singular	Dual	Plural
yá	'áázh	kai
1	2	3

FIRST PERSON:

Singular	Dual	Plural
níyá	niit'áázh	niikai
1	2	3

SECOND PERSON:

Singular	Dual	Plural
yíniyá	noo'áázh	nohkai
you (1)	you (2)	you (3)

THIRD PERSON:

Singular	Dual	Plural
níyá	ní'áázh	yikai
he	they (2)	they (3)

Written Exercises

1. Correct the mistakes in these sentences:

- | | |
|--------------------------------|---------------------------------|
| a. Hastiin Yázhí bil déyá. | I am going with Little Man. |
| b. Hastóí bil dishoo'áázh. | You (2) are going with the men. |
| c. Ashkii yil deeyá. | He is going with the boy. |
| d. Nil níkai. | He came with you (1). |
| e. Joe dóó Kíi shil deet'áázh. | Joe and Kee are going with me. |
| f. Bil yikai. | I came with them(3). |

2. Translate into Navaho:

- a. She came with you (1).
- b. John is going with me.
- c. They (3) are going with you (2).
- d. I came with Chee.
- e. Kee is going with them (2).
- f. You (1) came with Little Man and Tall Man.

3. Write six sentences in Navaho telling who you are going with or who you came with.

Listening In

- A. Háá-góó-sh deeyá?
 B. Kintah-góó deeyá.
 A. Áá-dóó háá-góó-sh deeyá?
 B. Ndáá'-góó deeyá.

- A. Háá-góó-sh deezh'áázh?
 B. Hooghan-góó deezh'áázh.
 A. Áádóó-sha'?'
 B. Áádóó na'akai-góó deezh'áázh.

- A. Háá-góó-sh díníyá?
 B. Dah njah-góó déyá.
 A. Ha'át'íí-sh biniiyé?
 B. Áa-di naashnish biniiyé.

- A. Ha'át'íí-sh bee díníyá?
 B. Chidí bee déyá.
 A. Háí-sh bíł díní'áázh?
 B. Sik'is bíł dé'áázh.

- A. Ákóó-sh deeyá?
 B. Ou' ákóó deeyá, jíní.
 A. Háí-sh yíł deezh'áázh?
 B. Hastiin Nééz yíł deezh'áázh.

- A. Ndáá'-góó-sh dishoo'áázh?
 B. Ou' ákóó deet'áázh.
 B. Chidí bee deet'áázh.

- A. Háá-dáá'-sh níyá?
 B. Adáádáá' níyá.

- A. Háá-déé'-sh ní'áázh?
 B. Ndáá'-déé' ní'áázh.

- A. Ha'át'íí-sh biniiyé shaa yíníyá?
 B. T'óó ásht'í-go biniiyé.

- A. Jííddáá' háa-di-sh noo'áázh?
 B. Jííddáá' Hastiin Nééz baghan-di niit'áázh.

Memorization

- A. Háá-góó-sh díníyá?
 B. Dah njah-góó déyá.
 A. Ha'át'íí-sh biniiyé ákóó díníyá?
 B. Áa-di naashnish doo biniiyé.
 A. Háí-sh bíl díní'áázh?
 B. Sik'is bíl dé'áázh. Chidí bee deet'áázh.

- A. Háá-dáá'-sh yíníyá?
 B. Adááddáá' níyá.
 A. Ha'át'íí-sh biniiyé yíníyá?
 B. T'óó asht'í-go biniiyé.

Looking Ahead

Vocabulary

immediate use

deeyá	he is going
deezh'áázh	they (2) are going
deeskai	they (3) are going

déyá	I am going
díníyá	you are going
biniyé	because, for that reason
deet'áázh	we (2) are going
dishoo'áázh	you (2) are going
dé'áázh	I am going (with someone)
díní'áázh	you are going (with someone)
níyá	he came, arrived
ní'áázh	they (2) came, arrived
yikai	they (3) came, arrived
yíníyá	you came, arrived

niit'áázh	we came, arrived
-----------	------------------

noo'áázh	you came, arrived
----------	-------------------

anticipated use

nízin	he wants, thinks, needs it
-------	-------------------------------

yidooghííł	he will eat
------------	-------------

yishdlá	I am drinking
---------	---------------

'ííyáá'	I ate, he ate
---------	---------------

-áál	stem refers to handling a bulky, round, or convenient object.
------	---

-aah	stem refers to handling a bulky, round, or convenient object.
------	---

-ǵ

stem refers to handling
a bulky, round or
convenient object.

-kaah

stem refers to anything
handled in an open
container

Listening for Study

A. Dichinísh nínízin?

Are you hungry?

B. Ou' dichin nisin.

Yes, I am.

A. Ha'át'íí-sh nínízin?

What do you want?

B. Atoo' ǵa' nisin.

I want some soup.

A. Ha'át'íí-sh deeshííǵ nínízin?

What do you want to eat?

B. Alóós ǵa' deeshííǵ nisin.

I want to eat some rice.

A. Níǵ 'adeeshííǵ nisin.

I'll eat with you.

A. Háí-sh bíǵ 'adííghííǵ?

Who will you eat with?

B. Sik'is bíǵ 'adeeshííǵ.

I'll eat with my buddy.

A. Háídi-sh yíǵ yidooghííǵ?

Which will he eat with it?

B. Alóós yíǵ yidooghííǵ.

He will eat rice with it.

- A. Ha'át'íí-sh yiyá? What is he eating?
- B. Bááh yiyá, ni-sha'? He is eating bread. How about you?
- A. Gohwééh yishdíá. I am drinking coffee.
- B. Da' sido? Is it hot?
- A. T'áá yá'át'ééh. It is alright.
-
- A. Hastiin Nééz biba' sédá. I am waiting for Tall Man.
- B. Ha'át'íí-sh biniina? Why?
- A. T'áá 'ayá. Because he is eating.
-
- A. T'áá-sh íídáá' 'ííniyáá'?
- B. Ou' áníídi altso 'ííyáá'.
- A. Háíít'é?
- B. Shíí líkan, ndi áde'eeshdáá'.

Survival Expressions

- Hah-go-sh nádááh? When is he returning?
- T'áadoo shaa nanit'íní. Don't bother me.
- Naaltsoos shaa' ní'aah. Loan me a book.
- Yískáá-go aláah náádadiidleel. We'll meet again tomorrow.
- find out how to say
- Is he herding the sheep?
- I'll give you five dollars.
- Are you sick?
- How do you feel?

Unit Ten

CORE STAGE

Cycle 63

Manipulation Phasemodel

Kintah-góó deeyá (di.si[ø].yá.	He is going to town.
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substitution

Kinłání-góó (Flagstaff)
 Naat'áanii Nééz-góó
 Tséch'ízhí-góó
 T'iisnázbąas-góó
 Tségháhoodzání-góó
 Ch'ínłíí-góó
 Ólta'-góó

Kinłání-góó dee.yá.
 Naat'áanii Nééz-góó dee.yá.
 Tséch'ízhí-góó dee.yá.
 T'iisnázbąas-góó dee.yá.
 Tségháhoodzání-góó dee.yá.
 Ch'ínłíí-góó dee.yá.
 Ólta'-góó dee.yá.

model

Háá-góó-sh dee.yá?	Where is he going?
--------------------	--------------------

pattern response

^A
 Kinłání-góó dee.yá.

Háá-góó-sh dee.yá, ní?

Kinłání-góó dee.yá.

Naat'áanii Nééz-góó dee.yá.

Háá-góó-sh dee.yá, ní?

Naat'áanii Nééz-góó
 dee.yá.

Tséch'ízhí-góó dee.yá.
 T'iisnázbąas-góó dee.yá.

Háá-góó-sh dee.yá, ní?
 Háá-góó-sh dee.yá, ní?

Tséch'ízhí-góó dee.yá.
 T'iisnázbąas-góó
 dee.yá.

Tségháhoodzání-góó dee.yá.

Háá-góó-sh dee.yá, ní?

Tségháhoodzání-góó
 dee.yá.

Hooghan-góó dee.yá.

Háá-góó-sh dee.yá, ní?

Hooghan-góó dee.yá.

translation

Is he going to town?
 Where is he going?
 He is going to Flagstaff.
 He is going home.
 Is he going to Rough Rock?

Kintah-góó-sh dee.yá?
 Háá-góó-sh dee.yá?
 Kinlání-góó dee.yá.
 Hooghan-góó dee.yá.
 Tséch'ízhí-góó-sh dee.yá?

substitution

TO THE STUDENT: -jí, 'way, direction'

Háá-jí-góó-sh (toward which direction)	Háá-jí-góó-sh dee.yá?
Háá-jí (which way)	Háá-jí dee.yá?
Hái-sh	Hái-sh dee.yá?
Kíi-sh	Kíi-sh dee.yá?

dialogue

A. Háá-góó-sh dee.yá?

B. Kintah-góó dee.yá.

Use Phaselistening for comprehension

- | | |
|----|--|
| A. | Ashkii háá-góó-sh dee.yá? |
| B. | Tónaneesdizí-góó dee.yá daats'í. |
| A. | Ha'át'íí-sh yaa naa.ghá, áa-di? |
| B. | Naalnish daats'í, áa-dóó Kinlání-góó dee.yá. |
| A. | Kinlání-góó dee.yá ya'? |
| B. | Ou' bimá yich'í' dee.yá. |

appropriate response

1. Háá-góó-sh dee.yá?
2. Háí-sh dee.yá?
3. Ha'át'íí-sh yaa naa.ghá?
4. Háá-góó-sh dee.yá dó'?

recapitulation

Restate the highlights of the dialogue.

retelling

Retell the dialogue as a short story.

Cycle 64

Manipulation Phasemodel

Hooghan-góó dee.yá.	He is going home.
Hooghan-góó dee.zh'áázh. (di.si.[ø]. 'aazh)	They (2) are going home.
Hooghan-góó dees.kai (di.si.ø.kai)	They (3) are going home.

substitution

Naalyéhé báhooghan-góó
hooghan-góó
Hastiin Yázhí baghan-góó
Asdzaán Yázhí baghan-góó
kin-góó
na'alkidí (movie)

Naalyéhé báhooghan-góó deezh'áázh.
Hooghan-góó deezh'áázh.
Hastiin Yázhí baghan-góó deezh'áázh.
Asdzaan Yázhí baghan-góó deezh'áázh.
Kin-góó deezh'áázh.
Na'alkidí-góó deezh'áázh.

substitution

naalyéhé báhooghan-góó
hooghan-góó
Hastiin Yázhí baghan-góó
Asdzaán Yázhí baghan-góó
kin-góó
na'alkidí-góó

Naalyéhé báhooghan-góó deeskai.
Hooghan-góó deeskai.
Hastiin Yázhí baghan-góó deeskai.
Asdzaán Yázhí baghan-góó deeskai.
Kin-góó deeskai.
Na'alkidí-góó deeskai.

restatement

Kíi hooghan-góó dee.yá. Dóó nagháí-dó'.
 Hooghan-góó deezh'áázh.

Hastiin Nééz baghan-góó dee.yá. Díí-dó'.
 Kinláńí-góó dee.yá. Éí-dó'.
 Naalyéhé baghan-góó dee.yá. Kíi ałdó' dee.yá.
 Háá-góó-sh dee.yá? Nagháí-sha', háá-góó-sh dee.yá?
 Nléí-góó dee.yá. Nléí hastiin ałdó'.

restatement

Hooghan-góó deezh'áázh. Nagháí-dó'.
 Hooghan-góó deeskai.

Hastiin Nééz baghan-góó deezh'áázh. Díí-dó'.
 Kinláńí-góó deezh'áázh. Éí-dó'.
 Naalyéhé báhooghan-góó deezh'áázh. Kíi ałdó' dee.yá.
 Háá-góó-sh deezh'áázh? Nagháí-sha', háá-góó-sh dee.yá?
 Nléí-góó deezh'áázh. Nléí hastiin ałdó'.

grammatical substitution

Kíi nléí dził-jí dee.yá.

hastóí naaki Hastóí naaki nléí dził-jí deezh'áázh.
 ashiiké Ashiiké nléí dził-jí deeskai.
 nagháí ashkii Nagháí ashkii nléí dził-jí dee.yá.
 at'ééké naaki At'ééké naaki nléí dził-jí deezh'áázh.
 sáanii Sáanii nléí dził-jí deeskai.
 áłchíní t'óó áhayóí Áłchíní t'óó áhayóí nléí dził-jí deeskai.
 Kíi Kíi nléí dził-jí dee.yá.

translation

Where are the two boys going? Ashiiké, háá-góó-sh deezh'áázh?
 Where is Tall Man going? Hastiin Nééz háá-góó-sh dee.yá.
 He is going to town. Kintah-go dee.yá.
 They (2) are going to the school. Ółta'-góó deezh'áázh.
 The men are going to the trading post. Hastóí naalyéhé báhooghan-góó deeskai.

Use Phaselistening for comprehension

K'ad hastóí t'óó áhayóí shaghan-di naakai. Díí t'ée'go níléí dził bitsíi-di deeskai. Áa-di azhish yaa naakai doo.

appropriate response

1. Hastóí háa-di-sh naa.kai?
2. Háá-góó-sh deeskai?
3. Ha'át'íí-sh yaa naa.kai doo?

listening for comprehension

Naghái hastiin Ch'ínííí-déé' naa.ghá, bidiné'é áshííhí. Bimá áshííhí níí. Bimá baghan-góó dee.yá. Áa-di naa.lnish doo daats'í. Ha'át'íí-shíí yaa naa.ghá doo, doo béehasin da.

appropriate response

1. Háá-déé'-sh naa.ghá?
2. Ha'át'íí-sh diné níí?
3. Bimá-sha'?
4. Háá-góó-sh dee.yá?
5. Ha'át'íí-sh yaa naa.gháa doo?

retelling

Retell the first story.

questioning

After a student has retold the story, ask another student to ask the class members questions about the story.

Cycle 65

Manipulation Phasemodel

Da' njah-góó dé.yá. (di.sé.yá) or (di.si.sh.yá).

I am going to the dorm.

substitution

Ólta'
 hooghan
 naalyéhé báhooghan
 na'akai (yei bechei)
 ndáá' (squaw dance)
 Tségháhoodzání (Window Rock)
 hataál (sing)

Ólta'-góó dé.yá.
 Hooghan-góó dé.yá.
 Naalyéhé báhooghan-góó dé.yá.
 Na'akai-góó dé.yá.
 Ndáá'-góó dé.yá.
 Tségháhoodzání-góó dé.yá.
 Hataál-góó dé.yá.

integration

TO THE STUDENT: áá-dóó means 'from there' or 'and.'

Na'akai-góó dé.yá.
 Ndáá'-góó dé.yá.

Na'akai-góó dé.yá áá-dóó ndáá'-góó
 dé.yá.

Ólta'-góó dé.yá.
 Ndáá'-góó dé.yá.

Hooghan-góó dé.yá.
 Tséch'ízhí-góó dé.yá.

Ólta'-góó dé.yá.
 Naalyéhé báhooghan-góó dé.yá.

Ch'ínlíí-góó dé.yá.
 T'iisyaakin-góó dé.yá.

Na'ínzhoozhí-góó dé.yá.
 Hooghan-góó dé.yá.

Nléi-góó dé.yá.
 Hastiin Yázhí baghan-góó dé.yá.

Da'njah-góó dé.yá.
 Tségháhoodzání-góó dé.yá.

substitution with pattern response

TO THE STUDENT: ndishní means 'I say (am saying) to you.'

Ólta'-góó dé.yá.
 Hooghan-góó dé.yá.
 Tségháhoodzání-góó dé.yá.
 Da'njah-góó dé.yá.
 Ch'ínlíí-góó dé.yá.
 Ndáá'-góó dé.yá.

Ólta'-góó dé.yá ndishní.
 Hooghan-góó dé.yá, ndishní.
 Tségháhoodzání-góó dé.yá, ndishní.
 Da'njah-góó dé.yá, ndishní.
 Ch'ínlíí-góó dé.yá, ndishní.
 Ndáá'-góó dé.yá, ndishní.

model

Háá-góó-sh dí.ní.yá? (di.sí.ní.yá)

Where are you going?

substitution

Háá-góó-sh
 Nléi-góó-sh
 Nláh-góó-sh
 Ch'ínlíí-góó-sh
 naalyéhé báhooghan-góó-sh

Háá-góó-sh dí.ní.yá?
 Nléi-góó-sh dí.ní.yá?
 Nláh-góó-sh dí.ní.yá?
 Ch'ínlíí-góó-sh dí.ní.yá?
 Naalyéhé báhooghan-góó-sh dí.ní.yá?

rejoiner

(be firm)

Háá-góó-sh dí.ní.yá? - na'akai
 - ndáá'
 - T'iisyaakin
 - nléi
 - naalyéhé
 báhooghan

-Na'akai-góó dé.yá, ndishní.
 -Ndáá'-góó dé.yá, ndishní.
 -T'iisyaakin-góó dé.yá, ndishní.
 -Nléi-góó dé.yá, ndishní.
 -Naalyéhé báhooghan-góó dé.yá,
 ndishní.

dialogue

A. Háá-góó-sh dí.ní.yá?

B. Da'njah-góó dé.yá.

Use Phaselistening for comprehension

Tséchi'ízhí-góó dé.yá. Áa-di naa.sháá dooleel. Wááshindoon bá naa.sh.nish doo. Álchíní na.ni.sh.tin doo. Ashiiké dóó at'ééke na.ni.sh.tin.

appropriate response

1. Háa-di-sh naa.gháá dooleel?
2. Háí-sh yá naa.lnish dooleel?
3. Háí-sh neinitin dooleel?

retelling

Retell the story in 3rd person.

Cycle 66

Manipulation Phasemodel

Áa-di naa.sh.nish doo biniiyé.

Because I will be working there.

substitution

'ííníshta'
chidí binaashnish

shaghan
haasdzihih (talk, speak)
na'nishtin
naashá

Hastiin Yázhí bich'í' yáshti'

Hastiin Yázhí bik'i hashtaał (sing
upon)

Áa-di 'ííníshta' doo biniiyé.
Áa-di chidí binaashnish doo
biniiyé.

Áa-di shaghan doo biniiyé.
Áa-di haasdzihih doo biniiyé.
Áa-di na'nishtin doo biniiyé.
Áa-di naashá doo biniiyé.

Áa-di Hastiin Yázhí bich'í' yáshti'
doo biniiyé.

Áa-di Hastiin Yázhí bik'i hashtaał
doo biniiyé.

variable slot substitution

Áa-di naashnish doo biniyé.
 Nléi-di naashnish doo biniyé.
 Nléi-di 'ííníshta' doo biniyé.
 Nléi-di 'ííníshta' nt'ée' biniyé.
 Nléi-di haasdziih nt'ée' biniyé.
 Ólta'-di haasdziih nt'ée' biniyé.
 Ólta'-di haasdziih doo biniyé.
 Ólta'-di naashnish doo biniyé.
 Áa-di naashnish doo biniyé.

model

Ha'át'íí-sh biniyé ákóó díníyá? Why are you going there?

substitution with pattern response

Ha'át'íí-sh biniyé ákóó díníyá? Áa-di naashnish doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - 'ííníshta' - Áa-di 'ííníshta' doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - naashháa - Áa-di naashháa doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - haasdziih - Áa-di haasdziih doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - na'nishtin - Áa-di na'nishtin doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - shaghan - Áa-di shaghan doo biniyé.
 Ha'át'íí-sh biniyé ákóó díníyá? - hastiin léí' - Áa-di hastiin léí' bik'i
 bik'i hashtaał hashtaał doo biniyé.

pattern response

TO THE STUDENT: jiní, 'he says' is usually an indirect quote.

Naashnish doo biniyé.
 'ííníshta' doo biniyé.
 Haasdziih doo biniyé.
 Na'nishtin doo biniyé.
 Shimá bich'í' yáshti' doo
 biniyé.

Yááh?
 Yááh?
 Yááh?
 Yááh?
 Yááh?

Naalnish doo, jiní.
 'Ólta' doo, jiní.
 Haasdziih doo, jiní.
 Na'nishtin doo, jiní.
 Bimá yich'í' yáłti' doo, jiní.

dialogue

- A. Ha'át'íí-sh biniyé ákóó díníyá?
- B. Áa-di naashnish doo biniyé.

Use Phaseinterpreting

1. Have (name) ask you why you are going to Gallup.
2. Have (name) ask you why you will be in Shiprock.
3. Have (name) ask why (name) is in Holbrook.
4. Ask why (name) is here.
5. Ask if (name) understands Navaho.
6. Say that he will learn Navaho.
7. Ask when (name) will teach Navaho.
8. Tell him to give me the book.

appropriate response

1. Ha'át'íí-sh biniyé ákóó díníyá?
2. Ha'át'íí-sh biniyé diné bizaad baa 'ííníłta'?
3. Háá-góó-sh díníyá?
4. Háí-sh áłchíní yázhí neinitin?
5. Hah-go-sh áa-di nihighan doo.
6. Háá-dáá' shá nanilnish nt'ée'?
7. Nagháí, háa-di-sh 'ólta'?

listening for comprehension

- A. Háá-góó-sh díníyá?
- B. Hataal-góó déyá.
- A. Ha'át'íí-sh biniyé?
- B. Hastiin léí' bik'i hashtaał doo.
- A. Shi-dó hastaał doo.
- B. Tí'.

appropriate response

1. Háá-góó-sh deeyá?
2. Ha'át'íí-sh biniiyé?
3. Ha'át'íí-sh yaa naagháá doo, jíní?

restaging

Tell the dialogue as a story about two men.

Cycle 67

Manipulation Phasemodel

Chidí bee dé.yá.

I am going by car.

substitution

íí' (horse)
 tsinaabaas (wagon)
 chidí naat'a'í (airplane)
 kó' na'albaasii (train)

íí' bee dé.yá.
 Tsinaabaas bee dé.yá.
 Chidí naat'a'í bee dé.yá.
 Kó' na'albaasii bee dé.yá.

expansion and variable slot substitution

Ákóó dé.yá.
T'iisyaakin-góó dé.yá.
T'iisyaakin-góó díníyá.
T'iisyaakin-góó chidí bee díníyá.
Na'ńzhoozhí-góó chidí bee díníyá.
Na'ńzhoozhí-góó chidí naat'a'í bee díníyá.

model

Ha'át'íí-sh bee díníyá?

How are you going?

pattern response (point to pictures)

Chidí-sh bee díníyá?

Dooda, íí' bee déyá.

Chidí naat'a'í-sh bee díníyá?

Dooda, kó' na'albąąsii bee déyá.

Íí'-sh bee díníyá?

Dooda, tsinaabaąs bee déyá.

Chidí tsoh-ísh bee díníyá?

Dooda, chidí bee déyá.

Tsinaabaąs-ísh bee díníyá?

Dooda, chidí naat'a'í bee déyá.

pattern response

A
 Ch'ínííí-góó déyá.
 Tséch'ízhí-góó déyá.
 Na'ńzhoozhí-góó déyá.
 Denver-góó déyá.
 Chicago-góó déyá.
 T'iisyaakin-góó déyá.

B
 Ha'át'íí-sh bee díníyá?
 Ha'át'íí-sh bee díníyá?
 Ha'át'íí-sh bee díníyá?
 Ha'át'íí-sh bee díníyá?
 Ha'át'íí-sh bee díníyá?
 Ha'át'íí-sh bee díníyá?

C
Íí' bee déyá.
 Chidí bee déyá.
 Tsinaabaąs bee déyá.
 Chidí naat'a'í bee déyá.
 Kó' na'albąąsii bee déyá.
 Chidí tsoh bee déyá.

dialogue

A. Ha'át'íí-sh bee díníyá?

B. Chidí bee déyá.

Use Phaselistening for comprehension

Chicago-góó déyá. Chidí naat'a'í bee déyá. Áa-di shimá baghan. Éí
 biniyé ákóó déyá. Shimá bik'i hashtaał doo. Éí doo naagháa da k'ad.

appropriate response

1. Háa-di-sh naagháá doo?
2. Háí-sh yich'í' yáłti' doo?
3. Bimásh naaghá?

restaging

Create a dialogue for the story.

Cycle 68

Manipulation Phasemodel

Hastiin Nééz yił deezh'áásh.

She is going with Tall Man.

TO THE STUDENT: yił means 'with, to accompany'

substitution

Kíi
Molly
Asdzáán Diil (Round Woman)
Hastiin Tsoh (Big Man)
Nléí ashkii

Kíi yił deezh'áázh.
Molly yił deezh'áázh.
Asdzáán Diil yił deezh'áázh.
Hastiin Tsoh yił deezh'áázh.
Nléí ashkii yił deezh'áázh.

grammatical substitution

hastóí
sáanii
ashiiké
at'ééke
nléí diné
éé'neishoodii
gáamalii (Mormons)

Hastóí yił deeskai.
Sáanii yił deeskai.
Ashiiké yił deeskai.
At'ééke yił deeskai.
Nléí diné yił deeskai.
Éé'neishoodii yił deeskai.
Gáamalii yił deeskai.

pattern response

Da' hastiin yił deezh'áázh?
 Da' at'ééd yił deezh'áázh?
 Da' ashkii yił deezh'áázh?
 Da' asdzáán yił deezh'áázh?
 Da' Gáamalii yił deezh'áázh?
 Da' éé'neishoodii yił deezh'áázh?

restatement

Kíi deeyá, John yił.

Molly deeyá, Susie yił.
 Baa' deeyá, Harry yił.
 Mary deeyá, George yił.
 Chii deeyá, Kíi yił.

Kíi deeyá, hastóí yił.
 Molly deeyá, sáanii yił.
 Baa' deeyá, at'ééké yił.
 Naghái deeyá, ashiiké yił.
 Nléí deeyá, diné yił.

conversion (make plural)

Molly háí-sh yił deezh'áázh?

John háí-sh yił deezh'áázh?
 Shimá háí-sh yił deezh'áázh?
 Kíi háí-sh yił deezh'áázh?
 Harry háí-sh yił deezh'áázh?
 Mary háí-sh yił deezh'áázh?

pattern response (substitute following the model)

- A. Molly háí-sh yił deezh'áázh?
 B. At'ééd yił deezh'áázh.
 A. Molly at'ééd-ísh deezh'áázh?
 C. Dooda, at'ééké yił deeskai.

ashkii	-	ashiiké
hastiin	-	hastóí
asdzáán	-	sáanii
gáamalii	-	gáamalii
éé'neishoodii	-	éé'neishoodii

Dooda, hastóí yił deeskai.
 Dooda, at'ééké yił deeskai.
 Dooda, ashiiké yił deeskai.
 Dooda, sáanii yił deeskai.
 Dooda, Gáamalii yił deeskai.
 Dooda, éé'neishoodii yił deeskai.

Kíi John yił deezh'áázh.

Molly Susie yił deezh'áázh.
 Baa' Harry yił deezh'áázh.
 Mary George yił deezh'áázh.
 Chii Kíi yił deezh'áázh.

Kíi hastóí yił deeskai.
 Molly sáanii yił deeskai.
 Baa' at'ééké yił deeskai.
 Naghái ashiiké yił deeskai.
 Nléí diné yił deeskai.

Molly háí-sh yił deeskai?

John háí-sh yił deeshkai?
 Shimá háí-sh yił deeskai?
 Kíi háí-sh yił deeskai?
 Harry háí-sh yił deeskai?
 Mary háí-sh yił deeskai?

dialogue

- A. Molly háí-sh yíł deezh'áázh?
 B. Hastiin Nééz yíł deezh'áázh.

Use Phaselistening for comprehension

- A. Kíi háá-góó-sh deeyá?
 B. Naalyéhé báhooghan-góó deeyá.
 A. Háí-sh yíł deezh'áázh?
 B. Nléí hastóí yíł deeskai.
 A. Ha'át'íí-sh yee deeskai?
 B. Líí' yee deeskai, ha'át'íí-sh biniiyé?
 A. Ákóó déyá biniiyé.

appropriate response

1. Háá-góó-sh deeyá?
2. Háí-sh yíł deeskai?
3. Hastóí-sh naalyéhé báhooghan-góó deeskai?
4. Ha'át'íí-sh yee deeskai?

restaging

Two students act out the dialogue.

retelling

Tell the dialogue as a story.

directed discourse

- Nabídíłkid: (Name) háí-sh hooghan-góó yíł deezh'áázh?
 Háí-sh (name) yíł deezh'áázh?
 (Name) hastóí-sh yíł deeskai?
 (Name) at'ééké-sh yíł deeskai?
 (Name) sáanii-sh yíł deeskai?
 (Name) éé'neishoodii-sh yíł deeskai?
-

Cycle 69

Manipulation Phasemodel

Ákóó deet'áázh. (di.si.ii.d'áázh) We (2) are going there.

substitution

Na'ńzhoozhí-góó
Tségháhoodzání-góó
Tónaneesdizí-góó
Nléi-góó
Nléi-jí
Nláh-góó
kin

Na'ńzhoozhí-góó deet'áázh.
Tségháhoodzání-góó deet'áázh.
Tónaneesdizí-góó deet'áázh.
Nléi-góó deet'áázh.
Nléi-jí deet'áázh.
Nláh-góó deet'áázh.
Kin-góó deet'áázh.

conversion (make plural)

Naalyéhé báhooghan-góó déyá.
Hooghan-góó déyá.
Nléi-góó déyá.
Háa-jí-góó-sh déyá?
Ólta'-góó déyá.

Naalyéhé báhooghan-góó deet'áázh.
Hooghan-góó deet'áázh.
Nléi-góó deet'áázh.
Háa-jí-góó-sh deet'áázh?
Ólta'-góó deet'áázh.

restatement

Hooghan-góó déyá.

Shimá-dó' hooghan-góó deeyá.

Shimá dóó shí hooghan-góó deet'áázh.

1. Molly kin-góó deeyá. Shí-dó' kin-góó déyá.
2. Nléi ashkii nléi-góó deeyá. Shí-dó' ákóó déyá.
3. Nagháí hastiin Kinlání-góó deeyá. Shí-dó'.
4. Díí at'ééd Naat'aanii Nééz-góó deeyá. Shí-dó' ákóó déyá.
5. Baa' ákóó deeyá. Shí-dó' ákóó déyá.
6. Harry Tséch'ízhí-góó deeyá. Shí-dó'.

model

Háá-góó-sh dishoo'áázh? (di.si.oo.'áázh)

Where are you (2) going?

substitution

Háá-jí-góó-sh
 ńléi-góó-sh
 ńláh-góó-sh

Háá-jí-góó-sh dishoo'áázh?
 ńléi-góó-sh dishoo'áázh?
 ńláh-góó-sh dishoo'áázh?

pattern response

Kinlání-góó-sh dishoo'áázh?

Dooda, Hastiin Yázhí bich'í'
 deet'áázh.

Tónaaneesdíí-góó-sh dishoo'áázh?

Dooda, Hastiin Yázhí bich'í'
 deet'áázh.

Naat'áanii Nééz-góó-sh dishoo'áázh?

Dooda, Hastiin Yázhí bich'í'
 deet'áázh.

Tséch'ízhí-góó-sh dishoo'áázh?

Dooda, Hastiin Yázhí bich'í'
 deet'áázh.

ńléi-góó-sh dishoo'áázh?

Doodz, Hastiin Yázhí bich'í'
 deet'áázh.

Na'ńzhoozhí-góó-sh dishoo'áázh?

Dooda, Hastiin Yázhí bich'í'
 deet'áázh.

variable slot substitution

Hastiin Yázhí bich'í' dishoo'áázh.

Hastiin Yázhí bich'í' deet'áázh.

Shimá bich'í' deet'áázh.

Shimá bich'í' díníyá.

Shimá yich'í' deezh'áázh.

Shimá yich'í' deeyá.

Hastóí yich'í' deeyá.

Hastóí yich'í' deet'áázh.

Hastóí nich'í' deet'áázh.

Hastóí nich'í' déyá.

dialogue

- A. Háá-góó-sh dishoo'áázh?
 B. Ákóó deet'áázh.

Use Phaselistening for comprehension

- A. Háá-góó-sh dishoo'áázh?
 B. Hastiin Yázhí baghan-góó deet'áázh.
 A. Ha'át'íí-sh biniiyé ákóó dishoo'áázh?
 B. Bich'í' yéiilti' doo biniiyé.
 A. Ha'át'íí-sh bee yáol'ti' doo?
 B. Kéyah baa yéiilti' doo.
 A. Nagháí-sh hastiin aldó' ákóó deeyá?
 B. Dooda, doo ákóó deeyáa da.

appropriate response

1. Háá-góó-sh deezh'áázh?
2. Háí-sh baghan-góó deezh'áázh?
3. Háí-sh yich'í' deezh'áázh?
4. Háí-sh yich'í' yálti' doo?
5. Ha'át'íí-sh biniiyé ákóó deezh'áázh?
6. Ha'át'íí-sh yaa yálti' doo?

recapitulation

Recapitulate the highlights of the dialogue.

interpreting

1. Have (name) ask you where they (2) are going.
2. Have (name) tell them you (3) are going to the school.
3. Have (name) ask if you (2) are going to Rough Rock.
4. Have (name) tell (name) to tell you they are going to the trading post.
5. Have (name) ask me where you (2) are going.
6. Have (name) ask (name) where we (2) are going.

- - - - -

Cycle 70

Manipulation Phasemodel

Kíi bił dé'áázh.

I am going home with Kee.

substitution

Molly

John

Harry

Hastiin Nééz

Jim

Asdzáán Diil

Molly hooghan-góó bił dé'áázh.

John hooghan-góó bił dé'áázh.

Harry hooghan-góó bił dé'áázh.

Hastiin Nééz hooghan-góó bił dé'áázh.

Jim hooghan-góó bił dé'áázh.

Asdzáán Diil hooghan-góó bił
dé'áázh.restatement

Ákqó déyá, níléí asdzáán bił.

Ákqó déyá, níléí hastiin bił.

Ákqó déyá, níléí ashkii bił.

Ákqó déyá, níléí at'ééd bił.

Níléí asdzáán bił dé'áázh.

Níléí hastiin bił dé'áázh.

Níléí ashkii bił dé'áázh.

Níléí at'ééd bił dé'áázh.

model

Háí-sh bił díní'áázh?

Who are you going with?

substitution

háí-sh

nik'éí-sh (your relative)

nik'is-ísh (friend of the same sex)

nilah-ísh (friend of opposite sex)

Háí-sh bił díní'áázh?

Nik'éí-sh bił díní'áázh?

Nik'is-ísh bił díní'áázh?

Nilah-ísh bił díní'áázh?

pattern response

Da' at'ééd bił díní'áázh?

Ou' at'ééd bił dé'áázh.

Da' nik'is bił díní'áázh?

Ou' nik'is bił dé'áázh.

Da' ashkii bił díní'áázh?

Ou' ashkii bił dé'áázh.

Da' nilah bił díní'áázh?

Ou' nilah bił dé'áázh.

Da' nik'éeí bił díní'áázh?

Ou' nik'éeí bił dé'áázh.

Da' hastiin bił díní'áázh?

Ou' hastiin bił dé'áázh.

restatement and pattern response

Ákóó déyá, hastiin bił.

Hastiin bił ákóó dé'áázh.

Ákóó díníyá hastiin bił.

Hastiin bił ákóó díní'áázh.

Ákóó déyá, hastiin bił.

Hastiin bił ákóó dé'áázh.

Ákóó déyá, shik'éeí bił.

Shik'éeí bił ákóó dé'áázh.

Ákóó deezh'áázh, bik'is yił.

Bik'is yił ákóó deeskai.

Ákóó deeyá at'ééd yił.

At'ééd yił ákóó deezh'áázh.

Ákóó díníyá nilah bił.

Nilah bił ákóó díní'áázh.

dialogue

A. Háí-sh bił díní'áázh?

B. Kíi bił dé'áázh.

Use Phaselistening for comprehension

Harry yinishyé. Sik'is baa yáshti' doo. Sik'is Kíi wolyé. T'iisnázbąas-di baghan. Áa-déé' naaghá. Diné yá naalnish. Yiskąa-go shich'i' deeyá. Áa-dóó hastóí yił Tónaneesdizí-góó deeskai.

appropriate response

1. Haa wolyé, ashkii?
2. Háí-sh yaa yáłti'?
3. Bik'is haa wolyé?
4. Háa-di-sh baghan?
5. Háí-sh yá naalnish?
6. Hahgo-sh yich'i' deeyá?
7. Háa-góó-sh hastóí yił deeskai?

restaging

Restage the story as a dialogue.

paraphrase

1. Hooghan-góó déyá, shimá bił.
2. Ch'ínłíí-góó déyá, chidí bee.
3. Yiskáa-go shaghan-góó deeyá. Shich'i' deeyá.
4. Hastiin Tsoh Tónaneesdizí-góó deeyá, hastóí yił. Hastóí ałdó' ákóó.
5. Nagháí at'ééké ákóó deeskai. Bik'is yił.
6. Asdzáan Diil shich'i' deeyá. Bahastiin yił.

Cycle 71

Manipulation Phasemodel

Shizhé'é bił dé'áázh.

I am going with my father.

substitution

sik'is
shimá
shimá sáani (my grandmother)
shichei
shimá yázhí
nagháí hastiin
shił naa'aash (my cousin)

Sik'is bił dé'áázh.
Shimá bił dé'áázh.
Shimá sáani bił dé'áázh.
Shichei bił dé'áázh.
Shimá yázhí bił dé'áázh.
Nagháí hastiin bił dé'áázh.
Shił naa'aash bił dé'áázh.

substitution

hastóí
 diné
 sáani
 ashiiké
 at'ééké
 sik'isoo (plural friends)

Hastóí bił déshkai.
 Diné bił déshkai.
 Sáani bił déshkai.
 Ashiiké bił déshkai.
 At'ééké bił déshkai.
 Sik'isoo bił déshkai.

pattern response

Da' nik'is bił díní'áázh?
 Da' nimá bił díní'áázh?
 Da' nichei bił díní'áázh?
 Da' Sali bił díní'áázh?
 Da' nagháí hastiin bił díní'áázh?

Ou' bił dé'áázh.
 Ou' bił dé'áázh.
 Ou' bił dé'áázh.
 Ou' bił dé'áázh.
 Ou' bił dé'áázh.

Da' nagháí hastóí bił díní'áázh?
 Da' nagháí diné bił díní'áázh?
 Da' nagháí sáani bił díní'áázh?
 Da' nagháí ashiiké bił díní'áázh?
 Da' nagháí at'ééké bił díní'áázh?

Ou' éí bił déshkai.
 Ou' éí bił déshkai.
 Ou' éí wił déshkai.
 Ou' éí bił déshkai.
 Ou' éí bił déshkai.

translation

I am going with him.
 I am going with those fellows.
 I am going with my mother.
 I am going with you.
 I am going with you (2).

Bił dé'áázh.
 Nléí hastóí bił déshkai.
 Shimá bił dé'áázh.
 Nił dé'áázh.
 Nihil déshkai.

Use Phaseappropriate response

1. Háí-sh bił díní'áázh?
 2. Háí-sh nił deezh'áázh?
 3. Háí-sh nił deeskai?
 4. Háí-sh bił díní'áázh?
 5. Nimá-sh bił díní'áázh?
 6. Háá-góó-sh dishoo'áázh?
 7. Háá-góó-sh deeyá?
 8. Háá-góó-sh deeskai?
 9. Háá-jí-góó-sh díní'áázh?
 10. Hooghan-góó-sh díní'áázh?
-

Cycle 72

Manipulation Phasemodel

Shil díní'áázh.

You go with me.

Shil deezh'áázh.

They (2) go with me.

Shil deeskai.

They (3) go with me.

restatement

Nléi-góó díníyá, shil.
 Hooghan-góó díníyá, shil.
 Kin-góó díníyá, shil.
 Ch'ínlíí-góó díníyá, shil.
 Ndáá'-góó díníyá, shil.
 Hataál-góó díníyá, shil.
 Na'akai-góó díníyá, shil.

Nléi-góó shil díní'áázh.
 Hooghan-góó shil díní'áázh.
 Kin-góó shil díní'áázh.
 Ch'ínlíí-góó shil díní'áázh.
 Ndáá'-góó shil díní'áázh.
 Hataál-góó shil díní'áázh.
 Na'akai-góó shil díní'áázh.

restatement

Nléi-góó deeyá, shil.
 Hooghan-góó deeyá, shil.
 Kin-góó deeyá, shil.
 Ch'ínlíí-góó deeyá, shil.
 Ndáá'-góó deeyá, shil.
 Hataál-góó deeyá, shil.
 Na'akai-góó deeyá, shil.

Nléi-góó shil deezh'áázh.
 Hooghan-góó shil deezh'áázh.
 Kin-góó shil deezh'áázh.
 Ch'ínlíí-góó shil deezh'áázh.
 Ndáá'-góó shil deezh'áázh.
 Hataal-góó shil deezh'áázh.
 Na'akai-góó shil deezh'áázh.

restatement

Na'akai-góó deezh'áázh, shil.
 Hataál-góó deezh'áázh, shil.
 Ndáá'-góó deezh'áázh, shil.
 Ch'ínlíí-góó deezh'áázh, shil.
 Kin-góó deezh'áázh, shil.
 Hooghan-góó deezh'áázh, shil.

Na'akai-góó shil deeskai.
 Hataál-góó shil deeskai.
 Ndáá'-góó shil deeskai.
 Ch'ínlíí-góó shil deeskai.
 Kin-góó shil deeskai.
 Hooghan-góó shil deeskai.

translation

You (1) go with me.	Shił díní'áázh.
He (1) goes with me.	Shił deezh'áázh.
They (2) go with me.	Shił deeskai.
They (3) go with me.	Shił deeskai.
He goes with them.	Yił deeskai.
I go with him.	Bił dé'áázh.
You go with him.	Bił díní'áázh.

Use Phaselistening for comprehension

- A. Háá-góó-sh díníyá?
- B. Ndáá'-góó déyá.
- A. Shił díní'áázh ya'?
- B. Dooda shíí sik'is ákóó deeyá.
- A. Bił díní'áázh ya'?
- B. Ou' bił dé'áázh.

appropriate response

- 1. Háá-góó-sh deeyá?
- 2. Da' bik'is yił deezh'áázh?
- 3. Ndáá'-góó-sh díníyá?
- 4. Háí-sh bił díní'áázh?

directed discourse (chain drill)

- A. Na'akai-góó-sh díníyá?
 - B. Doo bééhasin da.
 - B. Na'akai-góó-sh deet'áázh?
 - C. Ou' na'akai-góó deet'áázh.
 - B. Ou' ákóó déyá.
 - A. Shił díní'áázh ya'?
- - - - -

Cycle 73

Manipulation Phasemodel

Adáádáá' níyá.

He came (arrived) yesterday.

substitution

adáádáá'
 alní'ní'áa-dáá' (the afternoon past)
 abíní-dáá'
 tì'ée'-dáá'
 yiskáa-dáá'
 áníídí (recently)

Adáádáá' níyá.
 Alní'ní'áa-dáá' níyá.
 Abíní-dáá' níyá.
 Tì'ée'-dáá' níyá.
 Yiskáa-dáá' níyá.
 Áníídí níyá.

model

Háa-dáá'-sh naa níyá?

When did he come to you?
(arrive)restatement

Adáádáá' níyá, John yaa.
 Tì'ée'-dáá' níyá shaa.
 Yiskáa-dáá' níyá Mary yaa.
 Abíní-dáá' níyá, Kíi bimá baa.
 Alní'ní'áa-dáá' níyá, hastóí yaa.
 Adáádáá' níyá, naa.
 Ha'át'íí-sh biniiyé níyá, Sali yaa.

Adáádáá' John yaa níyá.
 Tì'ée'-dáá' shaa níyá.
 Yiskáa-dáá' Mary yaa níyá.
 Abíní-dáá' Kíi bimá baa níyá.
 Alní'ní'áa-dáá' hastóí yaa níyá.
 Adáádáá' naa níyá.
 Ha'át'íí-sh biniiyé Sali yaa níyá.

pattern response

Tséch'ízhí-déé'-sh níyá?
 Na'ńzhoozhí-déé'-sh níyá?
 Tónaneesdizí-góó'-sh níyá?
 T'iisyaakin-di-sh níyá?
 Tségháhoodzání-déé'-sh níyá?
 Hozdoh-di-sh níyá?
 Kinláńí-góó'-sh níyá?
 Naat'áanii Nééz-déé'-sh níyá?

Dooda, Ch'ínlíí-déé' níyá.
 Dooda, Ch'ínlíí-déé' níyá.
 Dooda, Ch'ínlíí-góó níyá.
 Dooda, Ch'ínlíí-di níyá.
 Dooda, Ch'ínlíí-déé' níyá.
 Dooda, Ch'ínlíí-di níyá.
 Dooda, Ch'ínlíí-góó níyá.
 Dooda, Ch'ínlíí-déé' níyá.

dialogue

A. Háá-dáá'-sh níyá?

B. Adáá-dáá' níyá.

Use Phaselistening for comprehension

Adáá-dáá' shichei níyá. Líí' yee níyá. Shimá yaa níyá. Shizhé'é bich'í' yáshti' nízin. Shizhé'é yíł Tségháhoodzání-góó deezh'áázh.

appropriate response

1. Háá-dáá'-sh níyá?
2. Ha'át'íí-sh yee níyá?
3. Háí-sh yaa níyá?
4. Yiskáa-go háá-góó-sh deezh'áázh?

directed discourse

Nabídíłkid: Háá-dáá'-sh níyá?
 Ha'át'íí-sh yee níyá?
 Háá-góó-sh deeyá?
 Háí-sh Kintah-góó yíł deezh'áázh?
 Ha'át'íí-sh biniiyé kwe'é níyá?

Bidiní: Tségháhoodzání-góó déyá.
 Naaki yiskáa-dáá' yíníyá.
 Chidí naat'a'í bee déyá.

Cycle 74

Manipulation Phasemodel

Háá-déé'-sh ní'áázh?

Where did they (2) come from?

substitution

ałah aleeh-déé'
 Tónaneesdizí-déé'
 Hoozdoh-déé'
 hooghan-déé'
 naalyéhé báhooghan-déé'
 na'akai-déé'
 ndáá'-déé'
 naa' ahóóhai-déé' (rodeo)

Ałah aleeh-déé' ní'áázh.
 Tónaneesdizí-déé' ní'áázh.
 Hoozdoh-déé' ní'áázh.
 Hooghan-déé' ní'áázh.
 Naalyéhé báhooghan-déé' ní'áázh.
 Na'akai-déé' ní'áázh.
 Ndáá'-déé' ní'áázh.
 Naa' ahóóhai-déé' ní'áázh.

pattern response

Ndáá'-déé' ní'áázh.
 Hoozdoh-déé' ní'áázh.
 Na'akai-déé' ní'áázh.
 Ałah aleeh-déé' ní'áázh.
 Ch'ínłíí-déé' ní'áázh.
 Naa' ahóóhai-déé' ní'áázh.

Ndaga' hooghan-déé' ní'áázh.
 Ndaga' hooghan-déé' ní'áázh.
 Ndaga' hooghan-déé' ní'áázh.
 Ndaga' hooghan-déé' ní'áázh.
 Ndaga' hooghan-déé' ní'áázh.
 Ndaga' hooghan-déé' ní'áázh.

conversion (make dual)

Chidí yee níyá.
 Líí' yee níyá.
 Chidí naat'a'í yee níyá.
 Kq na'albaasii yee níyá.
 Tsinabaas yee níyá.

Chidí yee ní'áázh.
 Líí' yee ní'áázh.
 Chidí naat'a'í yee ní'áázh.
 Kq na'albaasii yee ní'áázh.
 Tsinabaas yee ní'áázh.

model

Háá-déé'-sh yikai?

Where did they (3) come from?

substitution

Háá-déé'-sh
 Tséch'ízhí-déé'
 T'iisyaakin-déé'
 Na'ńzhoozhí-déé'

Háá-déé'-sh yikai?
 Tséch'ízhí-déé'-sh yikai?
 T'iisyaakin-déé'-sh yikai?
 Na'ńzhoozhí-déé'-sh yikai?

grammatical substitution

Háá-déé'-sh
 Háá-dáá'-sh
 Ha'át'íí-sh yee
 Ha'át'íí-sh biniyé
 Díkwíí-sh

Háá-déé'-sh yikai?
 Háá-dáá'-sh yikai?
 Ha'át'íí-sh yee yikai?
 Ha'át'íí-sh biniyé yikai?
 Díkwíí-sh yikai?

conversion (make plural)

At'ééke-sh ní'áázh?
 Ashiiké-sh ní'áázh?
 Hastóí-sh ní'áázh?
 Sáanii-sh ní'áázh?
 Gáamalii-sh ní'áázh?
 Nik'éeí-sh ní'áázh?
 Da' nik'is ní'áázh?

At'ééke-sh yikai?
 Ashiiké-sh yikai?
 Hastóí-sh yikai?
 Sáanii-sh yikai?
 Gáamalii-sh yikai?
 Nik'éeí-sh yikai?
 Da' nik'is yikai?

Use Phaselistening for comprehension

Adáádaá' abíní-go táá' hastóí shaa yikai. Chidí yee yikai. Wááshindoon yá ndaalnish. Tségháhoodzání-déé' yikai. Dibé biniyé yikai. T'óó áhayóí shidibé daaní.

appropriate response

1. Háá-dáá'-sh hastóí yikai?
2. Háí-sh yaa yikai?
3. Ha'át'íí-sh yee yikai?
4. Háí-sh yá ndaalnish?
5. Háá-déé'-sh yikai?
6. Ha'át'íí-sh biniyé yikai?

listening for comprehension

- A. Abíní-dáá' ní'áázh.
- B. Háá-déé'-sh ní'áázh?
- A. Tónaneesdizí-déé' ní'áázh.
- B. Da' ǀǀǀ' yee ní'áázh?
- A. Ou' éí yee ní'áázh.
- B. Ndáá'-góó deezh'áázh ya'?

appropriate response

1. Háá-dǵǵ'-sh ní'áázh?
2. Háá-dǵǵ'-sh ní'áázh?
3. Ha'át'íí-sh yee ní'áázh?
4. Háá-góó-sh deezh'áázh?

retelling

Tell the dialogue as a story.

Cycle 75

Manipulation Phasemodel

Diné béého.dees.sijǵ biniiyé.	Because I will become acquainted with the people. (I want to know the people.)
Niká a.dee.sh.ghoǵ biniiyé.	Because I will help you.
T'óó ash.t'íí-go biniiyé.	Because I just did.
Nihǵ ho.dee.sh.nih (ho.dee.sh.lnih) biniiyé.	Because I will tell you (a story.)

substitution

Kwe'é níyá. (I came, arrive)
 Kóó
 kodi
 hooghan-di

Kwe'é níyá.
 Kóó níyá.
 Kodi níyá.
 Hooghan-di níyá.

substitution

baa
 nihaa
 naa
 nihaa

Baa níyá.
 Nihaa níyá.
 Naa níyá.
 Nihaa níyá.

integration

Diné bééhodeessijł biniiyé.

Kóó níyá.

Diné bééhodeessijł biniiyé níyá.

Niká adeeshghoł biniiyé.
 Biká adeeshghoł biniiyé.
 T'óó asht'í-go biniiyé.
 Diné bééhodeessijł biniiyé.
 Nihiká adeeshghoł biniiyé.
 Nił hodeeshnih biniiyé.
 Nihich'í yáshti' doo biniiyé.
 Bá naashnish doo biniiyé.

Kwe'é níyá.
 Baa níyá.
 Kwe'é níyá.
 Níyá.
 Nihaa níyá.
 Naa níyá.
 Nihaa níyá.
 Baa níyá.

model

Ha'át'íí-sh biniiyé shaa yíníyá?	Why have you come to me?
----------------------------------	--------------------------

substitution

shaa
 baa
 nihaa
 haa (4th person - he)

Shaa yíníyá.
 Baa yíníyá.
 Nihaa yíníyá.
 Haa yíníyá.

variable slot substitution

Ha'át'íí-sh biniiyé shaa yíníyá?
 Ha'át'íí-sh biniiyé baa yíníyá?
Háí-sh baa yíníyá?
Háí-sh baa níyá?
Kíí-sh baa yíníyá?
Háá-dáá'-sh baa yíníyá?
Háá-dáá'-sh shaa yíníyá?
Adáá-dáá'-sh shaa yíníyá?
Adáá-dáá'-sh nihaa yíníyá?

dialogue

- A. Ha'át'íí-sh biniyé shaa yíníyá?
 B. Niká adeeshghoḥ biniyé naa níyá.

Use Phaseactivities

- A. Yá'át'ééh.
 B. Ou' yá'át'ééh.
 A. Háá-góó-sh díníyá?
 B. T'áákojǫ' déyá.
 A. Ha'át'íí-sh biniyé shaa yíníyá?
 B. Nééhodeessǫḥ biniyé naa níyá.

Complete the dialogue.

Cycle 76

Manipulation Phasemodel

Jíí-dǫǫ' Hastiin Tsoh baghan-di niit'áázh (ni.ii.t'áázh)

We went to (arrived at) Big Man's house today. (part of day
 already past.)

substitution

jíí-dǫǫ' Asdzáán Tsoh baghan-di

jíí-dǫǫ' kwe'é

jíí-dǫǫ' naalyéhé báhooghan-di

jíí-dǫǫ' Kintah-di

jíí-dǫǫ' Kíi baa

Jíí-dǫǫ' Asdzáán Tsoh baghan-di
 niit'áázh.

Jíí-dǫǫ' kwe'é niit'áázh.

Jíí-dǫǫ' naalyéhé báhooghan-di
 niit'áázh.

Jíí-dǫǫ' Kintah-di niit'áázh.

Jíí-dǫǫ' Kíi baa niit'áázh.

integration

Tł'ée'dáá' Tséch'ízhí-di níyá.

Ni-dó' áa-di yíníyá.

Tł'ée'dáá' Tséch'ízhí-di niikai (we [3] came).

Tł'ée'dáá' Hastiin Tsoh baa níyá.
 Tł'ée'dáá' sodizin báhooghan níyá.
 Tł'ée'dáá' Asdzáan Diil baa níyá.
 Tł'ée'dáá' hooghan-di níyá.

Ni-dó' éí baa yíníyá.
 Ni-dó' áa-di yíníyá.
 Ni-dó' éí baa yíníyá.
 Ni-dó' áa-di yíníyá.

model

Jíí-dáá' háa-di-sh noo'áázh?

Where did you go (arrive)
today?

pattern response

Ch'ínlíí-di-sh noo'áázh?

Nda, Tségháhoodzání-di niit'áázh.

Tséch'ízhí-di-sh noo'áázh?
 Naat'áanii Nééz-di-sh noo'aazh?
 T'iisyaakin-di-sh noo'áázh?
 Na'ízhoozhí-di-sh noo'áázh?
 Kinlání-di-sh noo'áázh?
 Hooghan-di-sh noo'áázh?
 Hoozdoh-di-sh noo'áázh?

Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.
 Nda, Tségháhoodzání-di niit'áázh.

pattern response

Kíi-sh baa nohkai? (you [3] came)
 Sali-sh baa nohkai?
 Chii-sh baa nohkai?
 Da' Mary baa nohkai?
 Da' John baa nohkai?
 Hastiin Yázhí-sh baa nohkai?

Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.
 Ndaga', ndi Harry baa niikai.

dialogue

A. Jíí-dáá' háa-di-sh noo'áázh?

B. Jíí-dáá' Hastiin Tsoh baghan-di niit'áázh.

Use Phaselistening for comprehension

Alk'idáá' diné baa niikai. Díí' nááhai-ji' kóó neikai. K'ad fléi
 Tségháhoodzání-di nihighan. Sha'áłchíní Na'ńzhoozhí-di da'ólta'.
 T'áadoo le'é yaa da'ólta'. Naaki sha'áłchíní diné bizaad yaa 'ólta'.

appropriate response

1. Háá-déé'-sh diné yaa yikai?
2. Haa ńzaad-ji' áa-di naakai?
3. Háa-di-sh baghan k'ad?
4. Áłchíní háa-di-sh da'ólta'?
5. Díkwíí-sh diné bizaad yaa 'ólta'?

recapitulation

Tell the class the story in 3rd person.

directed discourse

Nabídíłkid: Háá-déé'-sh yikai?
 Háá-déé'-sh kwe'é níyá?
 Ha'át'íí-sh kwe'é yee ní'áázh?
 Díkwíí-sh kwe'é yikai?
 Ha'át'íí-sh biniyé yikai?

Cycle 77

Manipulation Phasemodel

Hastiin Tsoh bił ní'áázh.

I came with Big Man.

substitution

Hastiin Tsoh
 Hastiin Nééz
 Harry
 Sali
 Molly
 shimá
 sik'is

Hastiin Tsoh bił ní'áázh.
 Hastiin Nééz bił ní'áázh.
 Harry bił ní'áázh.
 Sali bił ní'áázh.
 Molly bił ní'áázh.
 Shimá bił ní'áázh.
 Sik'is bił ní'áázh.

hastóí
 diné
 sáanii
 ashiiké
 at'ééké

Hastóí bił níshkai.
 Diné bił níshkai.
 Sáanii bił níshkai.
 Ashiiké bił níshkai.
 At'ééké bił níshkai.

pattern response

Asdzáán doo bił ní'áázh da, hastóí bił níshkai.

at'ééd - sáanii
 ashkii - ashiiké
 hastiin - hastóí
 asdzáán - sáanii

translation

I came with the men.
 I came with my buddy.
 I came with Sali.
 I came with my mother.
 I came with that girl.

Hastóí bił níshkai.
 Sik'is bił ní'áázh.
 Sali bił ní'áázh.
 Shimá bił ní'áázh.
 Nagháí at'ééd bił ní'áázh.

Use Phaseappropriate response

1. Háí-sh bił yíní'áázh?
2. Háá-dáá'-sh íléí hastóí yikai?
3. Háá-déé'-sh noo'áázh?
4. Háí-sh kwe'é níyá?
5. Háá-góó-sh yíníyá?

6. Nimá-sh bił yíní'áázh?
7. Háa-dáá'-sh noohkai?
8. Ha'át'íí-sh biniiyé ní'áázh?
9. Háa-di-sh yíníyá?
10. Háa-di-sh yikai?

- - - - -

Unit Ten

REVIEW STAGELooking Back

- A. Ashkii háá-góó-sh dee.yá?
- B. Tónaneesdizí-góó dee.yá daats'í.
- A. Ha'át'íí-sh yaa naaghá, áa-di?
- B. Naalnish daats'í, áá-dóó Kinlání-góó dee.yá.
- A. Kinlání-góó dee.yá, ya'?
- B. Ou' bimá yikch'í' dee.yá.

Chicago-góó déyá. Chidí naat'a'í bee déyá. Áa-di shimá baghan. Éí biniiyé ákóó déyá. Shimá bik'i hashtaa doo. Éí doo naagháa da k'ad.

- A. Sali háá-góó-sh deeyá?
- B. Naalyéhé báhooghan-góó deeyá.
- A. Háí-sh yił deezh'áázh?
- B. Nléí sáanii yił deeskai.
- A. Ha'át'íí-sh yee deeskai?
- B. Líí' yee deeskai, ha'át'íí-sh biniiyé?
- A. Ákóó déyá biniiyé.

Adáádaá' abíní-go táá' hastóí shaa yikai. Chidí yee yikai. Wáashindoon yá ndaalnish. Tségháhoodzání-déé' yikai. Dibé biniiyé yikai. T'óó áhayóí shidibé daaní.

Unit Eleven

PREPARATION STAGEProgram

1. Navaho has some basic verb forms that should be learned.
2. The basic forms have no prefixes that change their pattern. Compare:

'I walk around' naashá naa + sh + ghá

'I eat it' yishá yish + yá

3. yishá, 'I eat it' has no prefix like naa of naashá, 'I go around.'
4. yishá, 'I eat it' (is/is not) a basic pattern.
5. Does yishá have a prefix?
6. Verbs without adverb prefixes are basic forms.
7. yi-present

	singular	dual	plural
1. yish-		yii-	deii-
2. ni-		ghoh-	daoh-
3. yi-		yi-	dei-

8. In each instance, the person markers are still preserved. -sh-, -ni-, -ø-, -ii-, -oh-, are apparent in the pattern.
9. The yi- present form patterns with many verb stems. One such stem is yá, 'to eat it.'

is

no

10. Prefix the singular forms to yá.

*yishyá

niyá

yiya

11. *yishyá is incorrect. sh + yá becomes shá.

yishá

12. What happens to yishyá? It becomes _____?

13. Now prefix the dual forms to the stem yá,
'to eat it.'

*yiiyá

*ghohyá

yiya

14. *yiiyá must become yiidá. You have not been told why.

15. *ghohyá becomes ghohsá.

16. Now prefix the plural forms to yá, 'to eat it.'
Remember the stem changes mentioned above.

deiidá

daohsá

deiyá

17. Another pattern that you should know is the future.

	singular	dual	plural
1.	deesh	dii	dadii
2.	díí	dooh	dadooh
3.	yidoo	yidoo	deidoo

18. Prefix the singular forms to ghííł, 'will eat it.'

*deeshghííł

dííghííł

yidooghííł

19. *deeshghííł, becomes deeshííł. By now you should have noticed that gh, g, and y all delete after the first person morpheme sh.

20. Now prefix the dual forms to the stem ghííł, 'will eat it.'

*diighííł

*doohghííł

yidooghííł

21. *diighííł becomes diidííł.

22. *doohghííł becomes doohsííł.

23. Remember the above-mentioned stem changes and prefix the plural form to the stem ghííł, 'will eat it.'

dadiidííł

dadoohsííł

deidooghííł

24. Contrast:

yidooghííł 'he will eat it'

'aidooghííł 'he will eat (something)

25. The underlined yi and 'a' mark the presence of an object in the verb. yi marks a definite object. 'a' marks an indefinite object.

26. Contrast:

yó _l ta'	'he reads it'
'ó _l ta'	'he reads (something)'

27. Contrast:

yiya	'he eats it'
'aya	'he eats (something)'

28. Contrast:

deeshíí _l	'I will eat it'
'adeeshíí _l	'I will eat (something)'

29. Contrast:

nanishtin	'I teach him'
na'nishtin	'I teach (someone)'

indefinite

30. 'a or ' indicates a (definite/indefinite) object.

definite

31. If 'a or ' is not present in a verb known to have an object, is that object definite or indefinite?

32. Any verb with an object is assumed to have a definite object unless it is marked otherwise by a 'a or '.

Summary

BASIC FORMS:

Verbs without adverb prefixes are basic forms. Two of these are:

yi-present

singular	dual	plural
1. yish-	yii-	deii-
2. ni-	ghoh-	daoh-
3. yi-	yi-	dei-

future

singular	dual	plural
1. deesh-	dii-	dadii-
2. díí-	dooh-	dadooh-
3. yidoo-	yidoo-	deidoo-

OBJECT IN VERB:

The prefix yi marks a definite object in the verb.
 The prefix 'a marks an indefinite object.

Written Exercises

1. Write the yi-present forms for:

- a. we (2) _____
- b. they (3) _____
- c. I _____
- d. you (2) _____
- e. you (3) _____
- f. he _____
- g. we (3) _____
- h. you _____
- i. they (2) _____

2. ch'iyáán means 'food.' The stem yá means 'to eat it.' Using the yi-present forms, write six sentences about people eating food. Translate the sentences into English. Example:

Ch'iyáán niyá.

You eat food.

3. Write the yi-future forms for:

- a. you _____
- b. he _____
- c. they (3) _____
- d. we (2) _____
- e. I _____
- f. you (3) _____
- g. we (3) _____
- h. they (2) _____
- i. you (2) _____

4. The stem ghííł means 'will eat it.' Write six sentences about people eating food in the future. Translate into English. Add such elements as when they will eat, who they will eat with, or where they will eat the food. You should have had enough previous vocabulary to enable you to do this. Example:

John bíł deeshííł.

I will eat with John.

5. Translate into English:

- a. John nanishtin.
- b. 'Adooghííł.
- c. Ch'iyáán deeshííł.
- d. 'Ółta'.

Listening In

- A. Dichin-ísh nínízin?
 B. Ou' dichin nisin.
 A. Ha'át'íí-sh deeshííł nínízin?
 B. Alóós ła' deeshííł nisin.

- A. Háí-sh bíł 'adííghííł?
 B. Níł 'adeeshííł nisin.

- A. Háidi-sh yíł yidooghííł?
 B. Áshííh yíł yidooghííł.

- A. Ha'át'íí-sh yiyá?
 B. Bááh yiyá.

- A. Ha'át'íí-sh niyá?
 B. Naadáá' yishá.
 A. Háít'é?
 B. Doo łaikan da.

- A. Háí-sh bíba' sínídá?
 B. Kíi bíba' sédá.
 A. Ha'át'íí-sh biniiná?
 B. T'ah ayá.

Memorization

- A. T'áá-sh íídáá' 'ííníyáá'?
 B. Ou' áníídí altso 'ííyáá'.
 A. Háít'é?
 B. Shíł łaikan, ndi áde'eeshdáá'.

- A. Háí-sh bits'áá' 'ooyáá'?
- B. Nihik'is bits'áá' 'iidáá'.

- A. Hahgo-sh nléí-di sínídáá doo.
- B. Alní'ní'áá-go áa-di sédáá doo.

Looking Ahead

Vocabulary

immediate use

nisin	I want, think, need it
nínízin	you want, think, need it
nízin	he wants, thinks, needs it
deeshííł	I will eat
'adeeshííł	I will eat (something)
'adííghííł	you will eat (something)
yidooghííł	he will eat
yiýá	he is eating

yishá	I am eating
niyá	you are eating
yishdlá	I am drinking
nidlá	you are drinking
'ííyáá'	I ate, he ate
'ííníyáá'	you ate
náshdííh	I repeatedly eat
nánídííh	you repeatedly eat
-aah	stem refers to handling a bulky, round, or convenient object.
-áá±	stem refers to handling a bulky, round, or convenient object.

-á

stem refers to handling a
bulky, round, or convenient
object.

-kaah

stem refers to anything
handled in an open container

anticipated use

doogáál

he will go

yigáál

he is walking along

yílghod

I rode

naané

he usually plays

Listening for Study

- A. Haa hoolyé-góó-sh doogáál? Where is he going?
B. Dá'ák'ehalání hoolyé-góó doogáál. He is going to Many Farms.

- A. Háá-góó-sh díínáál? Where will you go?
B. Tónaneesdizí-góó deesháál. I will be going to Tuba City.

- | | |
|-----------------------------------|--|
| A. Hahgo-sh shaa dooh'ash? | When are you coming to see me? |
| B. T'áá honiidóí-go naa diit'ash. | When it gets warmer, we'll come to see you. |
| C. Shi-dó' nihił deeskah. | Me too, I'll come with you. |
| ----- | |
| A. Háá-déé'-sh yigáál? | Where is he coming from? |
| B. Azee' él'íí-jí-déé' yigáál. | He is coming from the hospital. |
| ----- | |
| A. Háá-góó-sh yínáál? | Where are you going? |
| B. Shik'éeí baghan-góó yisháál. | I am going to my relatives. |
| ----- | |
| A. Nléi-déé' yi'ashii biba sédá. | I am waiting for those two coming from over there. |
| B. Haa-sh wolyé? | What are their names? |

Survival Expressions

- | | |
|---|----------------------------------|
| Da' gohwééh-ísh nił likan? | Do you like coffee? |
| Da' gohwééh nínízin? | Do you want some coffee? |
| Doc nisiní da. | I don't want any. |
| Abe' t'áá gééd-go shił yá'át'ééh. | I like it without milk. |
| Da' gohwééh-ísh 'áshjìh ìlikan
biìh nání'nił | Do you put sugar in your coffee? |
| T'áá áłch'íídí-go shił yá'át'ééh. | I like a little bit. |
| Gohwééh abe' biìh násdzi'. | I usually add milk. |
| Shibee'édít'oodí shaa níłtsoos. | Give me my towel. |

Táláwosh láa-go bee ta'adígis.

Wash with plenty of soap.

Ta'adígis.

Wash yourself.

Nikéé' dah dínéeshdáál ya'?

I'll ride with you, ok?
(I'll sit in your footsteps.)

Shikéé' dah díníídáál.

You can ride with me.
(Sit in my footsteps.)

Shikéé' dah dínóodáál.

He can ride with me.

Bikéé' dah dínéeshdáál.

I'll ride with him.

Háá-góó-sh nsíníyá?

Where did you go and come back from?

Naalyéhé báhooghan-góó nséyá.

I went to the trading post and came back.

Háá-dáá'-sh chidí níł nálwod?

When did you return by car?

T'áádoo hodíina'í chidí shíł yílwod.

I came quickly by car.

what does it mean?

Chidí sha' díí'áál.

Chidí bikee' sits'áá' náníłtsos.

Unit Eleven

CORE STAGE

Cycle 78

Manipulation Phasemodel

Dichin nisin. (ni.sh.zin)

I am hungry.

substitution

dichin
 dibáá' (thirsty)
 ɬe' (jealous)
 ya (bashful)
 biɬ (sleepy)

Dichin nisin.
 Dibáá' nisin.
 ɬe' nisin.
 Ya nisin.
 Biɬ nisin.

substitution

béeso ɬa'
 ná naashnish doo
 ákóó déyá
 doo deeyáa da
 doo naalnish da
 kóó naaghá
 sidá

Béeso ɬa' nisin.
 Ná naashnish doo nisin.
 Ákóó déyá nisin.
 Doo deeyáa da nisin.
 Doo naalnish da nisin.
 Kóó naaghá nisin.
 Sidá nisin.

translation

1. I want some money.
2. I need some money.
3. I want to work for you.
4. I want to go there.
5. I don't think he is going.
6. I don't think he is working.
7. I think he is around.
8. I think he is home.

modelDichin-ísh nínízin? (n^í.n^í.zin)

Are you hungry?

substitution

dichin

dibáá'

le'

bil

ya

hooghan-di sidá

Dichin-ísh nínízin?

Dibáá'-sh nínízin?

Le'ísh nínízin?

Bil-ísh nínízin?

Ya nínízin?

Hooghan-di sidá-sh nínízin?

pattern responseTO THE STUDENT: nínízin means 'he wants, thinks, needs it.'

Dichin-ísh nínízin?

Doo dichin nínízin da, ndi dichin nisin.

Le'ísh nínízin?

Doo le' nínízin da, ndi le' nisin.

Dibáá'-sh nínízin?

Doo dibáá' nínízin da, ndi dibáá' nisin.

Ya nínízin?

Doo ya nínízin da, ndi ya nisin.

Bil-ísh nínízin?

Doo bil nínízin da, ndi bil nisin.

Dichin-ísh nínízin?

Doo dichin nínízin da, ndi dichin nisin.

pattern response

Dichin-ísh nínízin?

Ndaga' doo dichin nisin da, naghái
dichin nínízin.

Le'ísh nínízin?

Ndaga' doo dichin nisin da, naghái
le' nínízin.

Dibáá'-sh nínízin?

Ndaga' doo dibáá' nisin da, naghái
nínízin.

Da' ya nínízin?

Ndaga' doo ya nisin da, naghái yaa
nínízin.

Bil-ísh nínízin?

Ndaga' doo bil nisin da, naghái bil
nínízin.

Dichin-ísh nínízin?

Ndaga' doo dichin nisin da, naghái
dichin nínízin.

dialogue

A. Dichin-ísh nínízin?

B. Ou' dichin nisin.

Use Phaselistening for comprehension

- A. Háá-góó-sh díníyá?
 B. Naalyéhé báhooghan-góó déyá.
 A. Ha'át'íí-sh biniyě?
 B. Dichin nisin.
 A. Ch'iyáán nínízin ya'?
 B. Ou' la' nisin.
 A. Doo dichin nisin da. Dibáá' nisin.

appropriate response

1. Háá-góó-sh deeyá?
2. Ha'át'íí-sh biniyě ákóó deeyá?
3. Dichin-ísh nínízin?
4. Ch'iyáán-ísh nínízin?
5. Dibáá'sh nínízin?

directed discourse

Nabídílkid: Dichin-ísh nínízin?
 Dibáá'sh nínízin?
 Le'sh nínízin?
 Bil-ísh nínízin?
 (Name) (name) dibáá'-sh nínízin?
 (Name) (name) dichin-ísh nínízin?
 (Name) (name) bil-ísh nínízin?

chain drill (Teacher write pattern on the blackboard.)

- A. Are you hungry?
 B. No, I am not hungry, maybe he is.
 A. Are you hungry?
 C. No, I am thirsty.

Optional:

- A. Are you hungry?
- B. No, I am not hungry, maybe he is.
- C. Am I hungry?
- D. Yes or no.
- C. Yes or no, I am hungry.

Cycle 79

Manipulation Phase

model

Atoo' ɬa' nisin.

I want some soup.

substitution

abe' (milk)
 naadāā'
 tó ɬikaní (kool-aid)
 gohwééh (coffee)
 naa'olí
 bááh
 tó (water)
 tódilchoshí (soda pop)

Abe' ɬa' nisin.
 Naadāā' ɬa' nisin.
 Tó ɬikaní ɬa' nisin.
 Gohwééh ɬa' nisin.
 Naa'olí ɬa' nisin.
 Bááh ɬa' nisin.
 Tó ɬa' nisin.
 Tódilchoshí ɬa' nisin.

expansion and variable slot substitution

ɬa' nisin.
 ɬa' nízin.
 ɬa' nínízin.
 Naa'olí ɬa' nínízin.
 Tó ɬa' nínízin.
 Tó ɬa' nízin.
 Atsi' ɬa' nízin.
 Atsi' ɬa' deeshíɬ nízin.
 Atsi' ɬa' deeshíɬ nínízin.
 Atsi' ɬa' deeshíɬ nisin.

model

Ha'át'íí-sh nínízin?

What do you want?

substitution

ha'át'íí-sh

háidí-sh (which one)

díí-sh

eii-sh (that one nearby)

Ha'át'íí-sh nínízin?

Háidí-sh nínízin?

Díí-sh nínízin?

Eii-sh nínízin?

pattern response

Díí-sh nínízin?

Díí-sh yá'at'ééh nínízin?

Béeso-sh nínízin?

Da' 'adeeshííł nínízin?

Da' bááh nínízin?

Kíi-sh ákóó deeyá nínízin?

Da' ch'iyáán nínízin?

Ákóó déyá nínízin?

Doo nisin da.

Doo nisin da.

Doo nisin da.

Doo nisin da.

Doo nisin da.

Doo nisin da.

Doo nisin da.

Doo nisin da.

pattern response

Ha'át'íí-sh nínízin?

Ha'át'íí-sh nínízin?

Háidí-sh nínízin?

Háidí-sh nínízin?

Háidí-sh deeshííł nínízin?

Háidí-sh deeshííł nínízin?

Eii nisin.

Eii nínízin.

Eii nínízin.

Eii nisin.

Eii nisin.

Eii nínízin.

dialogue

A. Ha'át'íí-sh nínízin?

B. Atoo' ła' nisin.

Use Phaselistening for comprehension

Ashkii yázhí Kíi wolyé bahane'.

Kíi dichin nízin. Ch'iyáán la' yinízin. Nímasii dóó bááh dóó gohwééh yinízin. Kíi dibáá' nízin aldó'. Gohwééh la' yinízin.

appropriate response

1. Haa wolyé ashkii?
2. Ha'át'íí-sh yinízin?
3. Da' dibáá' nízin?
4. Da' dichin nízin?

restaging

Create an extended dialogue from the story.

appropriate response

1. Háá-góó-sh disohkai?
2. Ha'át'íí-sh biniiyé ákóó disohkai?
3. Háí-sh bí disohkai?
4. Ha'át'íí-sh bee disohkai?
5. Háí-sh bich'í' díníyá?
6. Hahgo-sh díníyá?

Cycle 80

Manipulation Phasemodel

Alóós la' deeshíí nisin.

I want to eat some rice.
(Some rice I will eat, I want)

substitution

alóós (rice)
 taoskaal (oatmeal)
 naa'ahóóhai (chicken)
 nímasii
 naadǎǎ'

Alóós ǎa' deeshííǎ nisin.
 Taoskaal ǎa' deeshííǎ nisin.
 Naa'ahóóhai ǎa' deeshííǎ nisin.
 Nímasii ǎa' deeshííǎ nisin.
 Naadǎǎ' ǎa' deeshííǎ nisin.

variable slot substitution

Alóós deeshííǎ nisin.
 Taoskaal deeshííǎ nisin.
 Taoskaal deeshííǎ nízin.
 Naa'ahóóhai deeshííǎ nízin.
 Naa'ahóóhai deeshííǎ nisin.
 Alóós deeshííǎ nisin.

model

Ha'át'íí-sh deeshííǎ níínízin?

What do you want to eat?

pattern response

Da' alóós deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' bááh deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' nímasii deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' taoskaal deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' naa'ahóóhai deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' atsi' deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' naadǎǎ' deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' alóós deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

Da' bááh deeshííǎ níínízin?

Nda doo nisin da. Díí deeshííǎ nízin.

dialogue

A. Ha'át'íí-sh deeshííł nínízin?

B. Alóós ła' deeshííł nisin.

Use Phaselistening for comprehension

Hastiin Nééz yinishyé. Dichin nisin. Da'adāni-góó déyá. Áa-di naa'ahóóhai dóó nīmasii dóó ch'il daadānīgíí deeshííł nisin. She'asdzáán aldó' ch'iyáán deeshííł nínízin.

appropriate response

1. Hastiin haa wolyé?
2. Da' dichin nínízin?
3. Háa-góó-sh deeyá?
4. Háa-di-sh ch'iyáán deeshííł nínízin?
5. Ha'át'íí-sh deeshííł nínízin?
6. Be'asdzáán-sha'?

retelling

Retell the dialogue.

restaging

Ask two students to create a dialogue from the story. One student portrays Hastiin Nééz, another is a friend.

questioning

Students ask each other questions about the recreated dialogue.

- - - - -

Cycle 81

Manipulation Phasemodel

Nil 'adeeshííł nisin.

I want to eat (something)
with you.

substitution

bił
nił
nihił
hoł (with him) 4th person

Bił 'adeeshííł nisin.
Nił 'adeeshííł nisin.
Nihil 'adeeshííł nisin.
Hoł 'adeeshííł nisin.

substitution

Hoł 'adeeshííł nisin.

nínízin
nízin
nisin

Hoł 'adeeshííł nínízin.
Hoł 'adeeshííł nízin.
Hoł 'adeeshííł nisin.

variable slot substitution

Nil 'adeeshííł nisin.
Nił 'adeeshííł nízin.
Nihil 'adeeshííł nízin.
Shil 'adeeshííł nízin.
Shil 'adeeshííł nínízin.
Nihil 'adeeshííł nínízin.
Nihil 'adeeshííł nisin.
Hoł 'adeeshííł nisin.
Nił 'adeeshííł nisin.

model

Hái-sh bił 'adííghííł?

Who are you going to eat
with?

integration

'Adeeshííł nisin, ch'iyáán nisin.
'Adeeshííł nisin, bááh nisin.

Ch'iyáán deeshííł nisin.
Bááh deeshííł nisin.

'Adeeshííł nisin, naa'olí nisin.
'Adeeshííł nisin, alóós nisin.
'Adeeshííł nisin, naa'ahóóhai nisin.
'Adeeshííł nisin, nímasii nisin.
'Adeeshííł nisin, naadáá' nisin.
'Adeeshííł nisin, bááh nisin.
'Adeeshííł nisin, ch'iyáán nisin.

Naa'olí deeshííł nisin.
Alóós deeshííł nisin.
Naa'ahóóhai deeshííł nisin.
Nímasii deeshííł nisin.
Naadáá' deeshííł nisin.
Bááh deeshííł nisin.
Ch'iyáán deeshííł nisin.

pattern response

A
'Adííghííł ya'?
'Adííghííł ya'?
'Adííghííł ya'?
'Adííghííł ya'?
'Adííghííł ya'?

B (point to objects)
Ch'iyáán.
Bááh.
Naa'olí.
Naadáá'.
Nímasii.

C
Ch'iyáán dííghííł ya'?
Bááh dííghííł ya'?
Naa'olí dííghííł ya'?
Naadáá' dííghííł ya'?
Nímasii dííghííł ya'?

translation

I think I'll eat.
I want bread to eat.
Do you want to eat?
Do you want potatoes to eat?
Does he want to eat?
Does he want beans to eat?
Will you eat with me?
I will eat with him.

'Adeeshííł nisin.
Bááh deeshííł nisin.
Da' 'adeeshííł nínízin?
Da' nímasii deeshííł nínízin?
Da' 'adeeshííł nínízin?
Da' naa'olí deeshííł nínízin?
Shił 'adííghííł ya'?
Hoł 'adeeshííł.

Use Phaselistening for comprehension

- A. Há'át'ééh.
B. Ou' háá-góó-sh díníyá?
A. Da'adání-góó déyá.
B. Dichin nínízin ya'?
A. Ou' t'óó áhayóí deeshííł nisin.
B. Níł 'adeeshííł ya'?
A. Hagóone. Tí'.

appropriate response

1. Háá-góó-sh deeyá?
2. Dichin-ísh nízin?
3. Ha'át'íí-sh deeshííł nízin?
4. Háí-sh bíł 'adeeshííł nízin?

retelling

Tell the dialogue as a story about two fellows.

Cycle 82

Manipulation Phasemodel

Ashííh yíl yidooghííł.

He will eat salt.
He will eat (salt) with
(food).

substitution

áshííh
áshííh líkaní (sugar)
azeedích'íí' (pepper)
abe'
gohwééh
tó
mandagííya (butter)

Ashííh yíl yidooghííł.
Ashííh líkaní yíl yidooghííł.
Azeedích'íí' yíl yidooghííł.
Abe' yíl yidooghííł.
Gohwééh yíl yidooghííł.
Tó yíl yidooghííł.
Mandagííya yíl yidooghííł.

integration

Nímasii yidooghííł.

Ashííh yíl yidooghííł.
Ashííh nímasii yíl yidooghííł.

Nímasii yidooghííł.
Naa'olí yidooghííł.
Naadgá' yidooghííł.
Ch'ééh jiyáán yidooghííł.
Alóós yidooghííł.

Azeedích'íí' yíl yidooghííł.
Ashííh yíl yidooghííł.
Mandagííya yíl yidooghííł.
Ashííh yíl yidooghííł.
Azeedích'íí' yíl yidooghííł.

integration

Áshjìh yidooghííł. Naa'olí yil.

Áshjìh naa'olí yil yidooghííł.

Azeedích'íí' yidooghííł. Naa'olí yil.

Azeedích'íí' naa'olí yil yidooghííł.

Áshjìh yidooghííł. Naa'olí yil.

Áshjìh naa'olí yil yidooghííł.

Mandagííya yidooghííł. Naa'olí yil.

Mandagííya naa'olí yil yidooghííł.

Azeedích'íí' yidooghííł. Nímasii yil.

Azeedích'íí' nímasii yil yidooghííł.

Áshjìh yidooghííł. Nímasii yil.

Áshjìh nímasii yil yidooghííł.

Mandagííya yidooghííł. Nímasii yil.

Mandagííya nímasii yil yidooghííł.

model

Háidí-sh yil yidooghííł?

Which will he eat with
(food)?

grammatical substitution

Áshjìh yil yidooghííł.

bił dííghííł.

bił deeshííł.

Áshjìh yil yidooghííł.

Áshjìh bił dííghííł.

Áshjìh bił deeshííł.

dialogue

A. Háidí-sh yil yidooghííł?

B. Áshjìh yil yidooghííł.

Use Phaselistening for comprehension

A. Há'át'ééh Kíi.

B. Ou' yá'át'ééh Chii.

A. Ha'át'íí-sh deeshííł nínízin?

B. Hola, doo shil bééhozin da. Nisha'?

A. Atsi' dóó nímasii dóó ch'il daadánígíí nisin.

B. Shidó' éi deeshííł.

A. Áshjìh daats'í, azeedích'íí' daats'í bił dííghííł.

B. Éi doo nisin da. Mandagííya t'éiyá bił deeshííł nisin.

appropriate response

1. Kíi ha'át'íí-sh deeshííł nízín?
2. Chii ha'át'íí-sh deeshííł nízín?
3. Chii ha'át'íí yil yidooghííł?

restaging

Restage the dialogue.

retelling

Tell the dialogue as though it were a story.

appropriate response

1. Nizhé'é háa-di-sh naalnish?
2. Hahgo-sh T'iisyaakin-di nanináa dooleel?
3. Háa-dáá' nohkai?
4. Ha'át'íí-sh 'át'é?
5. Háí-sh bil yíníakai?
6. Háa-góó-sh bil dísohkai?

Cycle 83

Manipulation Phasemodel

Hastiin Tsoh bil 'adiidííł. ('a.di.ii.d.ghííł)

We will eat with Big Man.

substitution

díí
naghái
shimá
nihimá sání
nihimá yázhí

Díí bil 'adiidííł.
Naghái bil 'adiidííł.
Shimá bil 'adiidííł.
Nihimá sání bil 'adiidííł.
Nihimá yázhí bil 'adiidííł.

integration

Hastiin Tsoh bil 'adiidííł.

Hastiin Nééz baghan-di 'adiidííł.

Hastiin Nééz baghan-di bił 'adiidííł.

Hastiin Yázhí bíł 'adiidííł.

Hastiin Tsoh baghan-di 'adiidííł.

Shimá sání bíł 'adiidííł.

Shimá baghan-di 'adiidiíł.

Kíi bíl 'adiidíí.

Chií baghan-di 'adiidííí.

Molly bid 'adiidii.

Sali baghan-di 'adiidíí.

Nihimá yázhí bíł 'adiidííł.

Hastiin Yázhí baghan-di 'adiidííí.

Nagháí bíł 'adiidííł.

Díí baghan-di 'adiidíí.

model

Hái-sh bí 'adoohsǎǎ? ('a.di.oh.ghǎǎ.)

Who will you (2) eat with?

integration

Háí-sh baghan-di 'adoohsǎǎ?

Háí-sh bíł 'adoohsííł?

Háí-sh baghan-di bíl 'adoohsǎǎ?

Kii-sh baghan-di 'adoohsifl?

Kfi-sh bił 'adoohsııı?

Nihimá-sh baghan-di 'adoohsǎǎ?

Nihimá-sh bił 'adoohsııı?

Molly-sh baghan-di 'adoohsɪɪɪ?

Molly-sh bił 'adoohsııł?

Nimā sání-sh baghan-di 'adoohsǎǎ?

Nimá sání-sh bił 'adoohsı́ıł?

dialogue

A. Háí-sh bíł 'adoohsǫ́łł?

B. Hastiin Tsoh bil 'adiidííł'.

Use Phaselistening for comprehension

- A. Háa-dǎǎ' ní'áázh?
 B. Abíní-dǎǎ' ní'áázh.
 A. Ha'át'íí-sh biniyé kwe'é ní'áázh?
 B. Doo shí bée hozin da. Nabídíkid.
 A. Ha'át'íí-sh baa naah'aash dooleel?
 C. Nizhé'é bí 'adiidíí.
 A. Háa-di-sh bí 'adoohsíí?
 C. Ndáá'-di bí 'adiidíí.

appropriate response

1. Díkwíí-sh yádaalti'?'
 2. Háa-dǎǎ'-sh ní'áázh?
 3. Ha'át'íí-sh yaa naa'aash doo?
 4. Háí-sh bí 'adiidíí, ní?
 5. Háa-di-sh 'adiidíí, ní?

retelling

Tell the dialogue as if it was a story.

Cycle 84

Manipulation Phasemodel

Bááh yiyǎ (yi.[ø].yǎ)

He is eating bread.

substitution

bááh
 naadǎǎ'
 nímasii
 atsi' (meat)
 jélii
 bááh líkaní
 ayeezhii

Bááh yiyǎ.
 Naadǎǎ' yiyǎ.
 Nímasii yiyǎ.
 Atsi' yiyǎ.
 Jélii yiyǎ.
 Bááh líkaní yiyǎ.
 Ayeezhii yiyǎ.

pattern response

Bááh-ísh yiyá?

Ndaga' naadââ yiyá.

Nímasii-sh yiyá?

Ndaga' naadââ' yiyá.

Jélii-sh yiyá?

Ndaga' naadââ' yiyá.

Atsi'sh yiyá?

Ndaga' naadââ' yiyá.

Bááh líkaní yiyá?

Ndaga' naadââ' yiyá.

Ayëëzhii yiyá?

Ndaga' naadââ' yiyá.

model

Ha'át'íí-sh yiyá?

What is he eating?

pattern response

Bááh-ísh yiyá?

Ndaga' ndi nagháí bááh yiyá.

Naa'olí-sh yiyá?

Ndaga' ndi nagháí naa'olí yiyá.

Jélii-sh yiyá?

Ndaga' ndi nagháí jélii yiyá.

Ayëëzhii-sh yiyá?

Ndaga' ndi nagháí ayëëzhii yiyá.

Bááh líkaní-sh yiyá?

Ndaga' ndi nagháí bááh líkaní yiyá.

Naadââ'sh yiyá?

Ndaga' ndi nagháí naadââ' yiyá.

Nímasii-sh yiyá?

Ndaga' ndi nagháí nímasii yiyá.

dialogue

A. Ha'át'íí-sh yiyá?

B. Bááh yiyá.

Use Phaselistening for comprehension

A. Háa-di-sh ch'iyáán yiyá?

B. Nléi da'adání-di ch'iyáán yiyá.

A. Ákôô'sh díníyá?

B. Ou' ákôô déyá, dichin nisin.

A. Shií díní'áázh ya'?

B. Ou' heii shoo, nléi ha'át'íí-sh yiyá?

A. Doo shií bééhozin da. Atsi' yiyá daats'í.

appropriate response

1. Haa-di-sh atsi' yiyá?
2. Haa-góo-sh deeyá?
3. Da' dichin nízin?
4. Ha'át'íí-sh yiyá?

retelling

Tell the dialogue as a story.

chain drill (follow pattern)

- A. Where is (name)?
- B. He is eating watermelon at home.
- A. I am going there. Are you?
- B. Am I going?
- C. No, you are not hungry.
- B. No, I am not hungry.

Cycle 85

Manipulation Phasemodel

Ch'iyáán yi.sh.á. (yi.sh.yá)

I am eating (eat) food.

Tó yi.sh.dlá.

I am drinking (drink) water.

substitution

ch'iyáán

bááh

ch'ééh jiyáán (watermelon)

naa'olí

jélii

atsi'

dibé bitsi' (mutton)

béégaashii bitsi' (beef)

Ch'iyáán yishá.

Bááh yishá.

Ch'ééh jiyáán yishá.

Naa'olí yishá.

Jélii yishá.

Atsi' yishá.

Dibé bitsi' yishá.

Béégaashii bitsi' yishá.

substitution

tó
 abe'
 gohwééh
 dééh (tea)
 tódilhił (whiskey)
 tódilchoshí (soda pop)
 tólikaní (kool-aid)

Tó yishdlá.
 Abe' yishdlá.
 Gohwééh yishdlá.
 Dééh yishdlá.
 Tódilhił yishdlá.
 Tódilchoshí yishdlá.
 Tó likaní yishdlá.

supplimentary vocabulary

Díí shil likan.

This is sweet, delicious, or I like it.

Díí sido.

This is hot to the touch.

Díí sik'az.

This is cold to the touch.

integration

Bááh yishá. Éí shil likan.
 Ch'il litsooí yishá. Éí shil likan.

Bááh yishánígíí shil likan.
 Ch'il litsooí yishánígíí shil likan.

Abe' yishdlá. Éí sik'az.
 Gohwééh yishdlá. Éí sido.
 Dééh yishdlá. Éí sido.
 Bááh yishá. Éí shil likan.
 Ch'il litsooí yishá. Éí shil likan.
 Naadáá' yishá. Éí sido.

Abe' yishdlánígíí sik'az.
 Gohwééh yishdlánígíí sido.
 Dééh yishdlánígíí sido.
 Bááh yishánígíí shil likan.
 Ch'il litsooí yishánígíí shil likan.
 Naadáá' yishánígíí sido.

model

Ha'át'íí-sh niyá?

What are you eating?

Ha'át'íí-sh nidlá?

What are you drinking?

integration

Da' bááh niyá?

Da' éí nil likan?

Da' bááh niyánígíí nil likan?

Da' naa'olí niyá?
 Da' ch'il litsooí niyá?
 Da' tódilhił nidlá?
 Da' gohwééh nidlá?

Da' éí nil likan?
 Da' éí dík'óózh? (sour)
 Da' éí dich'íí'?
 Da' éí sido?

pattern response

A
Shiɬ ɬikan.

Dích'íí' (bitter)
Doo ɬikan da.
Dík'óózh (sour)
Dííɬzid. (rotten)
Sik'az.
Sido.

B
Háíit'é (how is it) jiní?

Háíit'é jiní?
Háíit'é jiní?
Háíit'é jiní?
Háíit'é jiní?
Háíit'é jiní?
Háíit'é jiní?

C
Biɬ ɬikan, jiní.

Dích'íí' jiní.
Doo ɬikan da jiní.
Dík'óózh jiní.
Dííɬdzid jiní.
Sik'az jiní.
Sido jiní.

dialogue 1

A. Ha'át'íí-sh niyá?

B. Naadáá' yishá.

A. Háíit'é?

B. Doo ɬikan da.

dialogue 2

A. Ha'át'íí-sh nidlá?

B. Abe' yishá.

A. Háíit'é?

B. Dík'óózh.

Use Phaselistening for comprehension

K'ad ch'iyáán yishá. Bááh dóó nímásii yishá. Tódilchoshí yishdlá.
Nímásii yishánígíí doo ɬikan da. Díí tɬ'éé' nímásii doo deeshííɬ
da. Atsɪ' deeshííɬ.

appropriate response

1. Ha'át'íí-sh yiyá.
2. Ha'át'íí-sh yidlá (he is drinking)
3. Da' nímasii bilá likan?
4. Nímasii, háít'é?
5. Tl'ée'go ha'át'íí-sh yidooghíí?
6. Ha'át'íí-sh yilá yidooghíí?

restaging

Create a dialogue from the story.

retelling

Retell the story in third person.

Cycle 86

Manipulation Phasemodel

Kíi biba' sédá.

I am waiting for Kee.

TO THE STUDENT: -ba' means 'to wait for.'

substitution

Kíi
Mary
Molly
Harry
Hastiin Yázhí
Hastiin Nééz
Asdzáán Yázhí

Kíi biba' sédá.
Mary biba' sédá.
Molly biba' sédá.
Harry biba' sédá.
Hastiin Yázhí biba' sédá.
Hastiin Nééz biba' sédá.
Asdzáán Yázhí biba' sédá.

point and say

Nihiba' sidá.
 Yiba' sidá.
 Shiba' sidá.
 Niba' sidá.
 Nihiba' sidá.

restatement

sédá, biba'

sidá, nihiba'
 sínídá, shiba'
 sínídá, biba'
 sédá, niba'
 sidá, shiba'

Biba' sédá.

Nihiba' sidá.
 Shiba' sínídá.
 Biba' sínídá.
 Niba' sédá.
 Shiba' sidá.

model

T'ah 'ashá.

I am still eating.

T'ah 'íyá.

You are still eating.

T'ah 'ayá.

He is still eating.

pattern response

^A
 Kíi-sh sidá?

^B
 Ou' t'ah 'ayá ndi. (He is still eating).

Kíi-sh biba' sínídá?
 Kíi-sh kōō naaghá?
 Hastiin Yázhí-sh sidá?
 Asdzáán Yázhí-sh yiba' sidá?
 Da' Hastiin Nééz biba' sínídá?

Ou' t'ah 'ayá ndi.
 Ou' t'ah 'ayá ndi.
 Ou' t'ah 'ayá ndi.
 Ou' t'ah 'ayá ndi.
 Ou' t'ah 'ayá ndi.

integration

Shiba' sidá.	T'ah 'ashâ. (I eat)	T'ah ashâa-go shiba' sidá.
Niba' sidá.	T'ah 'íyâ. (you eat)	T'ah 'íyâ.-go niba' sidá.
Niba' sédá.	T'ah 'íyâ.	T'ah 'íyâa-go niba' sédá.
Shiba' sínídá doo.	T'ah 'ashâ.	T'ah 'ashâa-go shiba' sínídáa doo.
Shiba' sidá.	T'ah 'ashâ.	T'ah 'ashâa-go shiba' sidá.
Niba' sédá doo.	T'ah 'íyâ.	T'ah 'íyâa-go niba' sédáa doo.
Niba' sidá.	T'ah 'íyâ.	T'ah 'íyâa-go niba' sidá.

translation

1. While Kee is eating, I am waiting for Kee.
2. While I eat, he is waiting for me.
3. You should wait for him while he is eating.
4. While you are eating, I will wait for you.
5. Wait for me.
6. I will wait for you.
7. Will you wait for Tall Man?

dialogue

- A. Háí-ah biba' sínídá?
- B. Kíi biba' sédá.
- A. Ha'át'íí-sh biniyé? Haa-sh yit'áo?
- B. T'ah 'ayâ.

Use Phaselistening for comprehension

- A. Ha'át'íí-sh baa naniná?
- B. Doo baa naasháa da. Hastiin Nééz biba' sédá.
- A. Ha'át'íí-sh yaa naaghá?
- B. 'Ayâ.
- A. Háá-góó-sh dishoo'áázh?
- B. Naalyéhé báhooghan-góó deet'áázh.
- A. Ha'át'íí-sh bee dishoo'áázh?
- B. Líí' bee deet'áázh.

appropriate response

1. Ha'át'íí-sh yaa naaghá?
2. Háí-sh yiba' sidá?
3. Da' éí 'ayá?
4. Háá-góó-sh deezh'áázh?
5. Ha'át'íí-sh yee deezh'áázh?

directed discourse

Nabídílkid: Ha'át'íí-sh 'íyá?
 Háí-sh yiba' sidá?
 Hooghan-di-sh sidá?
 Shiba' sidá?
 Ha'át'íí-sh yaa naaghá?
 Niba' sidáa doo?
 Hastiin Yázhí sidá-sh?
 Háa-di-sh sidáa doo?
 Ha'át'íí-sh yil yidooghíí?
 Háí-sh yil 'adooghíí?
 Háa-di-sh 'ayá leh?

interpreting

1. Have (name) ask you if you are eating.
2. Have (name) ask (name) who he is waiting for.
3. Have (name) ask me if I will wait for him.
4. Have (name) ask you to wait for him.
5. Have (name) ask (name) who he is waiting for.
6. Have (name) tell me to wait for you.
7. Have (name) tell (name) he is waiting for you because you are still eating.
8. Have (name) ask (name) who he is eating with tonight.

Cycle 87

Manipulation Phasemodel

T'áá 'íídáá' 'ííyáá'. ('a.yi.yáá'). I have already eaten. or He has already eaten.

Aníídí t'áá altso 'ííyáá'. I just finished eating.
 ('a.yi.yáá')

grammatical substitution

T'áá 'íídǎǎ'.
 áníídí t'áá ǎłtso

T'áá 'íídǎǎ' 'ííyǎǎ'.
 Áníídí t'áá ǎłtso 'ííyǎǎ'.

supplementary vocabulary and repetition

Naniishchaad..
 Áde'eeshdǎǎ'.

'I am full.'
 'I over-ate.'

translation

1. I over-ate.
2. I just finished eating.
3. I am full.
4. I have already eaten.

model

T'áá-sh íídǎǎ' íí.ní.yǎǎ'. ('a.yí.ní.yǎǎ')

Have you already eaten?

variable slot substitution

T'áá 'íídǎǎ' 'ííníyǎǎ'.
 T'áá 'íídǎǎ' 'ííyǎǎ'.
 Áníídí t'áá 'ǎłtso' 'ííyǎǎ'.
 Áníídí t'áá 'ǎłtso' 'ííyǎǎ'.
 Abíní-dǎǎ' 'ííyǎǎ'.
 Abíní-dǎǎ' áde'eeshdǎǎ'.
 Abíní-dǎǎ' 'ííníyǎǎ'.
 T'áá 'íídǎǎ' 'ííníyǎǎ'.

dialogue

- A. T'áá-sh íídǎǎ' 'ííníyǎǎ'?
- B. Ou' áníídí t'áá ǎłtso 'ííyǎǎ'.
- A. Háít'é?
- B. Shíł líkan ndi áde'eeshdǎǎ', naniishchaad.

Use Phaselistening for comprehension

- A. T'áá-sh íídáá' 'ííníyáá'?
- B. Ou' áníídí t'áá áltso 'ííyáá'.
- A. Háít'é?
- B. Doo shíł ııkan da.
- A. Ha'át'íí-sh biniina?
- B. Dích'íí'.
- A. Shí éiyá áde'eeshdáá' naniishchaad.
- B. Háí-sh bíł 'ííníyáá'?
- A. Shimá sání bíł 'ííyáá'.
- B. She'asdzáán bíł 'ííyáá'.

appropriate response

1. T'áá-sh íídáá' 'ííyáá'?
2. Ch'iyáán, háít'é jíní?
3. Da' bíł ııkan?
4. Ha'át'íí-sh biniina doc bíł ııkan da?
5. Háí-sh yíł 'ííyáá'?

recapitulation

Restate briefly what happened in the dialogue.

restaging

Have pairs of students restage the dialogue in their own words.

Cycle 88

Manipulation Phasemodel

Nihik'is bits'áá 'íídáá'.

We received a meal from our
friend.

substitution

nihimā
 nihimā sání
 Asdzáan Yázhí
 asdzáan lei'
 bilagáana lei'
 nihik'is

Nihimā bits'áá' 'iidáá'.
 Nihimā sání bits'áá' 'iidáá'.
 Asdzáan Yázhí bits'áá' 'iidáá'.
 Asdzáan lei' bits'áá' 'iidáá'.
 Bilagáana lei' bits'áá' 'iidáá'.
 Nihik'is bits'áá' 'iidáá'.

grammatical substitution

'iidáá'
 'adiidííł.
 da'diidííł
 da'iidáá'

Nihik'is bits'áá' 'iidáá'.
 Nihik'is bits'áá' 'adiidííł.
 Nihik'is bits'áá' da'diidííł.
 Nihik'is bits'áá' da'iidáá'.

model

Háí-sh bits'áá' 'ooyáá'?

Who did you receive a meal
 from?

grammatical substitution

'ooyáá'
 da'ooyáá'
 'adoohsííł
 da'doohsííł

Háí-sh bits'áá' 'ooyáá'?
 Háí-sh bits'áá' da'ooyáá'?
 Háí-sh bits'áá' 'adoohsííł?
 Háí-sh bits'áá' da'doohsííł?

grammatical substitution

Bik'is yits'áá' 'ííyáá'.

da'ííyáá'
 'ayá
 da'ayá
 'adooghííł
 da'dooghííł

Bik'is yits'áá' da'ííyáá'.
 Bik'is yits'áá' 'ayá.
 Bik'is yits'áá' da'ayá.
 Bik'is yits'áá' 'adooghííł.
 Bik'is yits'áá' da'dooghííł.

dialogue

A. Háí-sh bits'áá' 'ooyáá'?

B. Nihik'is bits'áá' 'iidáá'.

Use Phase

listening for comprehension

T'aa 'íídaa' 'ííyaa' áde'eeshdaa' naniishchaad. Shik'is bil 'ííyaa'.
Eí bits'aa' 'ííyaa'.

appropriate response

1. T'aā-sh ídāā' 'ííyāā'?
2. Hái-sh yits'āā' 'ííyāā'?
3. Hái-sh yil' 'ííyāā'?

listening for comprehension

- A. 'Ohsá.
B. La'aa' níl 'adiidííł.
A. Ha'át'íí-sh doohsííł?
B. Nímasii la' nisin dóó dééh yishdláa doo.
C. Shí éiyá doo 'asháa da. Doo dichin nisin da.
A. Nímasii-sh níl líkan?
B. Ou' líkan.
C. Doo shíl líkan da. Dííłzid leh.
A. Ha'át'íí-sh bíł dííghííł?
B. Azeedích'íí' bíł deeshííł.
C. Ayóo dích'íí'.

appropriate response

1. Da' ayâ?
2. Da' yil 'adooghííł?
3. Ha'ât'íí-sh yidooghííł?
4. Da' nímásii líkan nízin?

restaging

Combine the two dialogues into a third way conversation.

.....

Cycle 89

Manipulation Phasemodel

Ch'ééh jiyáán náshdííh.

I usually eat watermelon.

substitution

ayeezhii
 atsi'
 nímasii
 naadāā'
 naa'olí
 ch'il daadánígíí

Ayeezhii náshdííh.
 Atsi' náshdííh.
 Nímasii náshdííh.
 Naadāā' náshdííh.
 Naa'olí náshdííh.
 Ch'il daadánígíí náshdííh.

variable slot substitution

Ch'ééh jiyáán náshdííh.
 Ch'ééh jiyáán yishā.
Atsi' yishā.
Atsi' niyā.
Naadāā' niyā.
Naadāā' yiyā.
Nímasii yiyā.
Nímasii yidooghíí.
Naa'olí yidooghíí.
Naa'olí náshdííh.
 Ch'ééh jiyáán náshdííh.

grammatical substitution

náshdííh
 yishā
 deeshíí.

Bááh náshdííh.
 Bááh yishā.
 Bááh deeshíí.

model

Ha'át'íí-sh nánídííh?

What do you usually eat?

pattern response

TO THE STUDENT: Alternatives are sequences of suggest items, each followed by daats'í, 'maybe.'

TO THE TEACHER: After having presented the example, give the student the three words to be used in the pattern.

Bááh nánídííh daats'í, naa'olí daats'í, nímásii daats'í.

Ayēēzhii nánídííh daats'í, atsí' daats'í, naadāá' daats'í.
 Ch'il daadánígíí nánídííh daats'í, ayēēzhii daats'í, naa'olí daats'í.
Atsí' nánídííh daats'í, ch'ééh jiyáán daats'í, bááh líkaní daats'í.
 Nímásii nánídííh daats'í, naa'olí daats'í, naadāá' daats'í.
Bááh líkaní nánídííh daats'í, bááh daats'í, atsí' daats'í.

dialogue

A. Ha'át'íí-sh nánídííh?

B. Ch'ééh jiyáán náshdííh.

Use Phaselistening for comprehension

- A. Háá-góó-sh díníyá?
- B. Da' adáni-góó déyá.
- A. Háa-di-sh nánídííh?
- B. Nléí kin-di náshdííh.
- A. Ha'át'íí-sh nánídííh?
- B. Bááh dóó nímásii dóó naa'olí náshdííh.

appropriate response

- 1. Háá-góó-sh deeyá?
- 2. Háa-di-sh náshdííh, ní?
- 3. Ha'át'íí-sh náshdííh, ní?

recapitulation

Briefly state the highlights of the dialogue.

restaging

Ask two students to reproduce the dialogue in their own words.

directed discourse

Nabídílkid: Da' bááh yiyá?
 Da' nímasii yiyá?
 Da' bááh líkaní yidooghíí?
 Háá-góó-sh deeyá?
 Abíní-dáá' háí-sh yil ní'áázh, kwe'é?

interpreting

1. Have (name) ask you what you are eating.
2. Have (name) ask (name) what he is eating.
3. Have (name) ask (name) what he usually eats.
4. Have (name) ask (name) what you eat.

Cycle 90

Manipulation Phasemodel

Nléi-di nda'jídííh. (ná.da.'.ji.dííh.)

One usually eats over there.

substitution

da'njah-di
 da'adánídi (eating place)
 hooghan-di
 t'áá kóó
 nléi kin-di
 kin bine'di (behind the house)

Da'njah-di nda'jídííh.
 Da'adánídi nda'jídííh.
 Hooghan-di nda'jídííh.
 T'áá kóó nda'jídííh.
 Nléi kin-di nda'jídííh.
 Kin bine'di nda'jídííh.

variable slot substitution

Nléi-di nda'jidííh.
 Hooghan-di nda'jidííh.
 Hooghan-di 'iidáá'.
 T'áá kóó 'iidáá'.
 T'áá kóó n'jidííh.
 Nléi-di n'jidííh.
 Nléi-di nda'jidííh.

model

Háa-di-sh nda'jidííh?

Where does one usually eat?

pattern response

Da' kóó nda'jidííh?

Ndaga' nléi kin-di nda'jidííh.

Da' kóó n'jidííh?

Ndaga' nléi kin-di n'jidííh.

Da' kóó 'ooyáá'?

Ndaga' nléi kin-di 'ooyáá'.

Da' kóó da'díídíí?

Ndaga' nléi kin-di da'díídíí.

Da' kóó nda'jidííh?

Ndaga' nléi kin-di nda'jidííh.

dialogue

A. Háa-di-sh nda'jidííh?

B. Nléi-di nda'jidííh.

Use Phaselistening for comprehensionDialogue:

A. Háa-góó-sh dishoo'áázh?

B. Da'adání-góó deet'áázh.

A. Ha'át'íí-sh biniyé?

B. Dichin nisin dóó díí-dó' dichin nízin.

A. Háa-di-sh 'ohsáá doo?

B. Nléi Naat'áanii Nééz-di 'iidáá leh. Nihi-sha'?

A. Naalyéhé bághan-di 'adiidíí.

B. Ákóó'sh dishoo'áázh?

A. Ou'.

appropriate response

1. Háa-góó-sh deezh'áázh?
2. Ha'át'íí-sh biniyé?
3. Háa-di-sh náda'jídííh?
4. Lá'ísh naalyéhé baghan-di n'jídííh?

Cycle 91

Manipulation Phasemodel

Nléi-di sí.ní.dáá nt'éé' ya'?

You were (sitting) over
there, right?

substitution

hooghan-di
t'áá kóó
Kíi baghan-di
sodizin báhooghan-di
naalyéhé báhooghan-di

Hooghan-di sínídáá ya'?
T'áá kóó sínídáá ya'?
Kíi baghan-di sínídáá ya'?
Sodizin báhooghan-di sínídáá ya'?
Naalyéhé báhooghan-di sínídáá ya'?

pattern response

Naa níyáa-go doo ^Asínídáa da doo ya'?

Ou' doo ^Bsédáa da doo.

Kíi naa níyáa-go doo sínídáa da doo ya'? Ou' doo sédáa da doo.

Naa níit'áázh-go doo sínídáa da doo ya'? Ou' doo sédáa da doo.

Naa ní'aázh-go doo sínídáa da doo ya'? Ou' doo sédáa da doo.

Naa yikai-go doo sínídáa da doo ya'? Ou' doo sédáa da doo.

pattern response

Kíi-sh sidá?	Doo sidáa da.
Kíi-sh kóó naaghá?	Doo sidáa da.
Nizhé'é-sh sidá?	Doo sidáa da.
Molly níyaa-go-sh Kíi doo sidáa da?	Doo sidáa da.
Da' Harry sidá?	Doo sidáa da.

expansion and variable slot substitution

Hooghan-di sidá.
 Hooghan-di sínídá.
 Hooghan-di sínídáa doo.
Tséch'ízhí-di sínídáa doo.
 Tséch'ízhí-di sínídáa doo ya'?
 Tséch'ízhí-di sínídáa nt'ée' ya'?
 Tséch'ízhí-di sédáa nt'ée' ya'?

translation

1. When I come you'll not be home, right?
2. Is Kee home?
3. He is here.
4. He is at the trading post.
5. When we arrive, will you be here?

dialogue

- A. Hahgo-sh nílei-di sínídáa doo?
 B. Alní'ní'áago áa-di sédáa doo.

Use Phaselistening for comprehension

- A. Nizhé'é-sh kóó naaghá?
 B. Dooda doo sidáa da.
 A. Háa-di-sh naaghá?
 B. Da'adání-di naaghá.
 A. Da' áa-di naalnish.
 B. Ndaga' Kíi yíł 'ayá.
 A. Ha'át'íí-sh yiyá?
 B. Hola, shizhé'é atsı' deeshíł nízín.

appropriate response

1. Bizhé'é-sh sidá?
2. Háa-di-sh naaghá?
3. Ha'át'íí-sh yaa naagháá doo.
4. Da' naalnish?
5. Háí-sh yił 'adooghíł?
6. Ha'át'íí-sh yidooghíł?
7. Bizhé'é ha'át'íí-sh deeshíł nízin?

restaging

Restage the dialogue setting in your own words.

Cycle 92

Manipulation Phasemodel

Leets'aa' shaa díí'áál.

Bring me a plate.

TO THE STUDENT: áál refers to a bulky, round, or convenient object.

substitution

abe'
 bááh
 bááh likaní
 jélii
 'áshijh
 azeedích'íí'
 bilasáana (apple)

Abe' shaa díí'áál.
 Bááh shaa díí'áál.
 Bááh likaní shaa díí'áál.
 Jélii shaa díí'áál.
 'Áshijh shaa díí'áál.
 Azeedích'íí' shaa díí'áál.
 Bilasáana shaa díí'áál.

pattern response

TO THE STUDENT: aah and á refer to a bulky, round, or convenient object.

Abe' ɬa'ísh hółó?

Ou' kóó si'á. (There is one sitting here.)

Bááh ɬa'ísh hółó?

Ou' kóó si'á.

Áshíh ɬa'ísh hółó?

Ou' kóó si'á.

Bilasáana ɬa'ísh hółó?

Ou' kóó si'á.

Azeedích'íí' ɬa'ísh hółó?

Ou' kóó si'á.

Leets'aa' ɬa'ísh hółó?

Ou' kóó si'á.

model

Ha'át'íí-sh naa deesh'áál?

What can I give you?

pattern response

Abe' ^Aɬa'ísh hółó?

^BKóó si'á.

^AShaa díí'áál.

^BLá'aa naa deesh'áál.

Bááh ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Bááh ɬikaní ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Mandagííya ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Bilasáana ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Áshíh ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Nímasii ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

Leets'aa' ɬa'ísh hółó?

Kóó si'á.

Shaa díí'áál.

Lá'aa naa deesh'áál.

dialogue

A. Ha'át'íí-sh naa deesh'áál?

B. Leets'aa' shaa díí'áál.

Use Phaselistening for comprehension

- A. Shił 'adfiighiıı ya'?
- B. Ou' haa-di-sh 'adfiidııı.
- A. Nleı da'adanı-di 'adiidııı.
- B. Ha'at'ıı-sh deeshııı nınızin?
- A. Doo shıı beéhózin da. Atsi' ıa'ısh hóló?
- B. Ou' t'óó ahayóı hóló.
- A. Da' nibéeso hóló?
- B. Dooda, doo hóló da.
- A. Lı'aa', ha'at'ıı-sh naa deesh'áaı?
- B. Tódilchoshı shaa díı'áaı.

appropriate response

1. Haa-di-sh 'adooghııı?
2. Ha'at'ıı-sh deeshııı nızin?
3. Atsi'ısh hóló?
4. Haa-di-sh ıa' si'ı?
5. Da' bibéeso hóló?

Cycle 93

Manipulation Phasemodel

ıa' shaa nıkaah.

Give me some.

TO THE STUDENT: kaah refers to anything handled in an open container.substitution

abe'
tó
gohwééh
dééh (tea)
tódilchoshı
áshııh ııkanı

Abe' shaa nıkaah.
Tó shaa nıkaah.
Gohwééh shaa nıkaah.
Dééh shaa nıkaah.
Tódilchoshı shaa nıkaah.
Áshııh ııkanı shaa nıkaah.

pattern response

TO THE STUDENT: siká means 'there is a container positioned or resting in place.'

Tó-sh ^Ala' hóló?

Tódichoshí-sh la' hóló?
Abe'sh la' hóló?
Da' dééh la' hóló?
Tó-sh la' hóló?

Adin, gohwééh ^Bt'éiyá kóó siká.

Adin, gohwééh t'éiyá kóó siká.
Adin, gohwééh t'éiyá kóó siká.
Adin, gohwééh t'éiyá kóó siká.
Adin, gohwééh t'éiyá kóó siká.

pattern response

Háa-di-sh ^Abááh si'á?

Háa-di-sh mandagííya si'á?
Háa-di-sh bilasáana si'á?
Háa-di-sh atsi' si'á?
Háa-di-sh nímasii si'á?
Háa-di-sh bááh si'á?

Hola, abe' ^Bkóó siká.

Hola, abe' kóó siká.
Hola, abe' kóó siká.
Hola, abe' kóó siká.
Hola, abe' kóó siká.
Hola, abe' kóó siká.

pattern response

Bááh ^Akóó si'á.
Tó kóó siká.

Bilasáana kóó si'á.
Abe' kóó siká.
Mandagííya kóó si'á.
Mandagííya kóó siká.
Bááh kóó siká.
Tódilchoshí dóó si'á.
Áshìh si'á.
Áshìh siká.

Shaa ní' ^Baah.
Shaa níkaah.

Shaa ní'aah.
Shaa níkaah.
Shaa ní'aah.
Shaa níkaah.
Shaa níkaah.
Shaa ní'aah.
Shaa ní'aah.
Shaa níkaah.

dialogue

- A. Abe' ɬa' nisin.
- B. Abe' ádin. Tó t'éiyá siká.
- A. ɬa' shaa níkaah.

Use Phaselistening for comprehension

- A. Gohwééh ɬa' yinízin.
- B. Gohwééh ádin bidiní.
- A. Gohwééh ádin jiní.
- C. Dééh-sha' ɬa' ísh hóló?
- A. Dééh ɬa' hóló ya'?
- B. T'ááɬá'í t'éiyá kóó siká; éí-sh nínízin?
- A. Shaa níkaah.

appropriate response

1. Ha'át'íí-sh yinízin?
2. Da' gohwééh hóló jiní?
3. Da' dééh hóló?

directed discourse

- Nabídílkid: Da' tó hóló?
- Da' bááh hóló?
- Ha'át'íí-sh yinízin?
- Ha'át'íí-sh yiɬ yidooghííɬ?
- Háí-sh yiɬ 'adooghííɬ?
- Ha'át'íí-sh deeshííɬ nínízin?
- Háí-sh yits'áá' 'ííyáá'?
- Háí-sh yiɬ 'ííyáá'?
- Háa-di-sh adooghííɬ?

interpreting

1. Have (name) ask if there is any water.
2. Have (name) ask you if there is any bread.
3. Have (name) tell (name) there is no water.
4. Have (name) tell (name) there is no bread.
5. Have (name) ask (name) who he is going to eat with.
6. Have (name) ask you what you are going to eat with the potatoes.
7. Have (name) ask you what (name) is going to eat with the potatoes.
8. Have (name) ask (name) what (name) is going to eat with the potatoes.

- - - - -

Unit Eleven

REVIEW STAGELooking Back

Kíi dichin nízin. Ch'iyáán ła' yinízin. Nímasii dóó bááh dóó gohwééh yinízin. Kíi dibáá' nízin. Gohwééh ła' yinízin.

- A. Yá'át'ééh.
- B. Ou' háá-góó-sh díníyá?
- A. Da'adání-góó déyá.
- B. Dichin nínízin ya'?
- A. Ou' t'óó áhayóí deeshííł nisin.
- B. Níł 'adeeshííł ya'?
- A. Hagóone. Tí'.

- A. Háá-dáá' ní'áázh?
- B. Abíní-dáá' ní'áázh.
- A. Ha'át'íí-sh biníiyé kwe'é ní'áázh?
- B. Doo shíł bée hozin da. Nabídíłkid.
- A. Ha'át'íí-sh baa naah'aash doo?
- C. Nízhé'é bíł 'adiidííł.
- A. Háa-di-sh bíł 'adoohsííł?
- C. Ndáá'-di bíł 'adiidííł.

A. Ha'át'íí-sh niyá?

B. Naadáá' yishá.

A. Háít'é?

B. Doo líkan da.

A. Háí-sh bits'áá' ooyáá'?

B. Nihik'is bits'áá' 'íídáá'.

A. Háa-di-sh nda'jídííh?

B. Nléi-di nda'jídííh.

Unit Twelve

PREPARATION STAGEProgram

'will go, arrive, come'

singular	dual	plural
deesháál	diit'ash	diikah
díínáál	dooh'ash	doohkah
doogáál	doo'ash	dookah

1. From the verb above, write the three suppletive stems for the verb.

gáál

'ash

kah

are

2. The stems (are/are not) suppletive.

motion

3. (Motion/non-motion) verbs have suppletive stems.

is

4. 'Will go, come, arrive' (is/is not) a motion verb.

number

5. The suppletive stems change for _____ of persons doing the action.

6. You have already learned how most future forms of verbs pattern.

7. Write the future forms of the verb.

deesh dii dadii

díí dooh dadoo

doo doo dadoo

da

8. How are they made plural? The prefix _____
'plural.'
9. "Motion verbs" already have the plural indicated by the stem. da 'plural' is not usually needed. So, the dual forms are merely added to the plural stem.
10. To the plural stem kah, 'go' add dii 'we', dooh, 'you', and doo, 'they' will go.'

diikah

doohkah

dookah

11. Add dii } to 'ash', 'two will go.'
dooh }
doo }

diit'ash

dooh'ash

doo'ash

12. Now add deesh } to gáál, 'one will go.'
díí }
doo }

deesháál

díínáál

doogáál

13. Compare:

deeshgáál : deesháál

14. sh + g becomes sh in deesháál.

15. Compare:

díígáál : díínáál

The underlying structure of díínáál is di.yi.ni.gáál.

- 16.
- ni
- +
- gáál
- becomes
- náál
- .

- 17.
- di.yi.
- +
- náál
- becomes
- díínáál
- .

18. Compare:

tł'ée'-go 'when it is night'

ałní'ní'áá-go 'when it is noon'

- 19.
- go
- is an element suffixed to time words to give the meaning 'when.'

20. Add
- go
- to the time words below.

hayiilká-go

a. hayiilká - 'dawn' _____

abíní-go

b. abíní - 'morning' _____

tł'ée'-go

c. tł'ée' - 'night' _____

yiskáa-go

d. yiskáa - 'tomorrow' _____

21. Write the meanings of the four time words after
- go
- has been suffixed.

when it is dawn

hayiilká-go _____

when it is morning

abíní-go _____

when it is night

tł'ée'-go _____

when it is tomorrow

yiskáa-go _____

22. 'to be going, coming'

yisháál	yiit'ash	yiikah
yínáál	ghoh'ash	ghohkah
yigáál	yi'ash	yikah

23. The above progressive form patterns are:

yish	yii
yí	ghoh
yi	yi

24. Add yii 'we' } to kah '3 go.'
ghoh 'you' }
yi 'they' }

yiikah

ghohkah

yikah

25. Add yii 'we' } to 'ash, '2 go'.
ghoh 'you' }
yi 'they' }

yiit'ash

ghoh'ash

yi'ash

26. Add yish 'I' } to gáál, 'one goes.'
yí 'you' }
yi 'he' }

yisháál

yínáál

yigáál

sháál

27. Remember that sh + gáál becomes _____28. yínáál has the underlying yi.ni.gáál.

náál

29. What does ni. + gáál become?30. yi + ni becomes yí.31. yí + náál becomes yínáál.

32. Compare:

Ch'ééh déyá biniiná doo naashnéé da.

'Because I am tired, I am not playing.'

Áa-di naashnish doo biniiyé ákóó deesháál.

'I am going there so that I can work.'

33. biniiná means 'due to', 'because of', 'as a result of.'34. biniiyé means 'for the purpose of,' 'so that.'

35. Which is correct?

a

a. Shikee' diniih biniiná. 'Because my foot hurts.'

b. Shikee' diniih biniiyé. 'Because my foot hurts.'

36. Which is correct?

a

a. 'Adeeshííł biniiyé. 'Because I will eat it.'

b. 'Adeeshííł biniiná. 'Because I will eat it.'

37. Which is correct?

a

a. Tł'óó'-di nahaltin biniiná. 'Because it is raining outside.'

b. Tł'óó'-di nahaltin biniiyé. 'Because it is raining outside.'

38. Remember, if the act is done for a reason or a purpose, you say biniiyé, otherwise it is biniiná.

Summary

SUPPLETIVE STEMS:

Suppletive stems change for the number of persons doing the action. Motion verbs have suppletive stems.

Doogááł.	'He will go.'
Doo'ash.	'They (2) will go.'
Dookah.	'They (3) will go.'

-GO:

-go is an element suffixed to time words to give the meaning 'when.'

abíní - 'morning'
abíní-go - 'when it is morning'

BINIINÁ and BINIIYÉ

Biniiná means 'due to, because of, as a result of.'
Biniiyé means 'for the purpose of, so that.' You use biniiyé if the act is done for a reason or a purpose.

Shikee' diniih biniiná.	'Because my foot hurts.'
'Adeeshííł biniiyé.	'Because I will eat it.'

Written Exercises

1. Circle the correct Navaho translation:

'I will go.'	deeshgááł	deeshááł
'You (3) will go.'	dadoohkah	doohkah
'They (2) will go.'	doo'ash	doogááł
'You (1) will go.'	díílgááł	díínááł
'We (3) will go.'	diikah	dadiikah
'They (3) will go.'	dookah	dadookah

2. Translate into Navaho:

1. When it is night, I will come.
2. When it is tomorrow, we (3) will come.
3. When it is morning, you (1) will come.
4. When it is noon, he will come.
5. When it is dawn, they (3) will come.

3. Biniiná means 'due to, because of, as a result of.' Biniiyé means 'for a purpose.' Would the word 'because' be translated biniiná or biniiyé in these sentences?Example: I am wet because it is raining outside.biniiná

1. I stayed home because I am sick. _____
2. I am going to Gallup because I will work there. _____
3. I am fixing my car because I will drive it to Gallup. _____
4. I am fixing my car because it won't start. _____
5. I am building a fire because I want to get warm. _____
6. I am building a fire because it is cold outside. _____

Listening In

- A. Haa hoolyé-góó-sh doogááł?
 B. Dá'ák'ehalání hoolyé-góó doogááł.

- A. Háá-góó-sh díínááł?
 B. Tónaneesdizí-góó deeshááł.

- A. Hahgo-sh shaa dooh'ash?
 B. T'áá honiidóí-go naa diit'ash.
 C. Shi-dó' nihił deeshkah.

- A. Háá-déé'-sh yigááł?
 B. Naalyéhé báhooghan-déé' yigááł.

- A. Háá-dáá'-sh yíníyá?
 B. Abíní-dáá' shil'íłghod.
 A. Chidí-sh nił yíłghod.

- A. Tł'óó'-di haa hoot'é?
 B. Tł'óó'-di deesk'aaz.
 A. Tł'éé'-dáá'-sh íchííł?
 B. Ndagha' ííchííł.

- A. Haa-sh yit'áo doo naninée da?
 B. Ch'ííh déyá biniiná doo naashnée da.

- A. Haa nit'é?
 B. Shitah doo hats'íí da.

Memorization

- A. Háá-góó-sh díínáál?
 B. Tódineeshzhéé'-góó deesháál.
 A. Hahgo-sh díínáál?
 B. T'áá honiidóí-go deesháál.

- A. Tl'óó'-di haa hoot'é?
 B. Nahaltin.

- A. Tl'íí' bíighah-ísh níyol?
 B. Nda. Tl'éé'-dǎǎ' ííyol.

- A. Nitah haa hoot'é?
 B. Doo yá'áhót'ééh da.

Looking AheadVocabularyimmediate use

doogáál	he will go
deesháál	I will go
díínáál	you will go
yigáál	he is walking along

yishááł	I am walking along
yinááł	you are walking along
yílghod	I rode
doolghoł	I will ride
naash'aash	I go around (with another person)
deesk'aaz	it is cold
naané	he plays
naashné	I play
naniné	you play
<u>anticipated use</u>	
-niil	stem refers to plural objects, usually two or three

ndoodáál	he will come back
----------	-------------------

nádzá	he returned
-------	-------------

halne'	he is telling
--------	---------------

Listening for Study

A. Díkwíí-sh nínízin?

How many do you want?

B. Táá' shaa níníil.

Give me three.

A. Jool shaa ní'aah.

Give me a ball.

B. Háí-di-sh nínízin?

Which one do you want?

A. Nléí shaa ní'aah.

Give me that one over there.

A. Ha'át'íí-sh baa yíní'á?

What did you give him?

B. Naaltsoos baa ní'á.

I gave him a book.

A. Hahgo-sh kéyah naa doot'áál?

When will you be given the land?

B. T'áá 'íídáá' kéyah shaa yit'á.

It has already been given to me.

A. Hahgo-sh ndoodáál?

When will he return?

B. Kónááhoodzaa-go ndoodáál.

Next year at this time he will return.

Survival Expressions

Wááshindoondéé' naaltsoos yílwod.

A letter arrived from Washington.

Adááddáá naaltsoos shaa yílwod.

I received a letter yesterday.

Doo áníní da.

He said nothing to you.

Ákóó naaltsoos eelwod.

A letter has been sent there.

Wááshindoon-góó naaltsoos eelwod.

A letter has been sent to Washington.

Naaltsoos hádéyá.

I am going after the mail.

how do you say?

Loan me the car.

The tire went flat on me.

Straight ahead.

Unit Twelve

CORE STAGE

Cycle 94

Manipulation Phasemodel

Dá'ák'ehalání hoolyé-góó doogáál. He will go to the place
called Many Farms.

substitution

Dá'ák'ehalání
Na'ńzhoozhí
T'iis Názbąas
Ch'íńlįį
Tónaneesdizí
T'iisyaakin

Dá'ák'ehalání hoolyé-goo doogáál.
Na'ńzhoozhí hoolyé-góó doogáál.
T'iis Názbąas hoolyé-góó doogáál.
Ch'íńlįį hoolyé-góó doogáál.
Tónaneesdizí hoolyé-góó doogáál.
T'iisyaakin hoolyé-góó doogáál.

grammatical substitution

ńléi-góó
Hastiin Yázhí yich'į'
Naghái hastiin yaa
Asdzáan Yázhí baghan-góó
Tségháhoodzání-di
Na'ńzhoozhí-déé'

ńléi-góó doogáál.
Hastiin Yázhí yich'į' doogáál.
Naghái hastiin yaa doogáál.
Asdzáan Yázhí baghan-góó doogáál.
Tségháhoodzání-di doogáál.
Na'ńzhoozhí-déé' doogáál.

model

Haa hoolyé-góó-sh doogáál?

Where is he going?

pattern response

Tséch'įzhí-góó-sh doogáál?
Naat'áanii Nééz-góó-sh doogáál?
Da' Hastiin Nééz yaa doogáál?

Ndaga' T'iis Názbąas hoolyé-góó
doogáál.
Ndaga' T'iis Názbąas hoolyé-góó
doogáál.
Ndaga' T'iis Názbąas hoolyé-góó
doogáál.

Kintah-góó-sh doogáál?

T'iisyaakin-góó-sh doogáál?

Ndaga' T'iis Názbags hoolyé-góó
doogáál.

Ndaga' T'iis Názbags hoolyé-góó
doogáál.

dialogue

A. Haa hoolyé-góó-sh doogáál?

B. Dá'ák'ehalání hoolyé-góó doogáál.

Use Phase

listening for comprehension

Kíi T'iisyaakin hoolyé-góó doogáál. Bimá yázhí áa-di baghan. Éí yaa doogáál.
Bimá yázhí yá naalnish doo. Bimá yázhí Na'ínzhoozhí-góó doogáál, biniyé.

appropriate response

1. Kíi haa hoolyé-góó-sh doogáál?
2. Háí-sh yaa doogáál?
3. Ha'át'íí-sh biniyé ákóó doogáál?
4. Háí-sh yá naalnish doo?
5. Bimá yázhí háá-góó-sh doogáál?

listening for comprehension

Kintah-góó doogáál. Da'adání-góó doogáál. Dichin nízin biniina. Áa-di
bik'is yil 'adooghíí. 'Altso 'ííyáá'-go índa Dá'ák'ehalání hoolyé-góó
doogáál. Áa-di na'akai, jíní.

appropriate response

1. Háá-góó-sh doogáál?
2. Ha'át'íí-sh biniina?
3. Da' dichin nízin?
4. Háí-sh yil 'adooghíí?
5. 'Altso 'ííyáá'-go háá-góó-sh doogáál?
6. Ha'át'íí-sh biniyé?

restaging

Create a dialogue for the second story.

Cycle 95

Manipulation Phasemodel

Tónaneesdizí-góó deesháál.

I will go to Tuba City.

substitution

Tónaneesdizí-góó

Tónaneesdizí-góó deesháál.

Tséch'ízhí-góó
 naalyéhé báhooghan-góó
 sodizin báhooghan-góó
 ndáá'-góó
 Naat'áanii Nééz-góó

Tséch'ízhí-góó deesháál.
 Naalyéhé báhooghan-góó deesháál.
 Sodizin báhooghan-góó deesháál.
 Ndáá'-góó deesháál.
 Naat'áanii Nééz-góó deesháál.

substitution

T'iisyaakin hoolyé-góó deesháál.

Tségháhoodzání
 T'iisyaakin
 Naakaii Bitó' (Mexican Water)
 Tódineeshzhéé' (Kayenta)
 K'aibii'tó'

Tségháhoodzání hoolyé-góó deesháál.
 T'iisyaakin hoolyé-góó deesháál.
 Naakaii Bitó' hoolyé-góó deesháál.
 Tódineeshzhéé' hoolyé-góó deesháál.
 K'aibii'tó' hoolyé-góó deesháál.

variable slot substitution

Yiskáa-go Tónaneesdizí-góó deesháál.
 Yiskáa-go Tónaneesdizí-jí' deesháál.
 Damóo-go Tónaneesdizí-jí' deesháál.
 Damóo-go Tónaneesdizí-di deesháál.
 Damóo-go Tségháhoodzání-di deesháál.
 Damóo yázhí-go Tségháhoodzání-di deesháál.
 Damóo yázhí-go Tódineeshzhéé'-di deesháál.
 Damóo biiskání-go Tódineeshzhéé'-di deesháál.
 Damóo biiskání-go Tódineeshzhéé'-góó deesháál.
 Damóo biiskání-go Tónaneesdizí-góó deesháál.
 Yiskáa-go Tónaneesdizí-góó deesháál.

model

Háá-góó-sh díínáál?

Where will you go?

substitution

háá-góó-sh
 hahgo-sh
 háí-sh baa
 háí-sh bich'j'
 haa hoolyé-góó-sh

Háá-góó-sh díínáál?
 Hahgo-sh díínáál?
 Háí-sh baa díínáál?
 Háí-sh bich'j' díínáál?
 Haa hoolyé-góó-sh díínáál?

pattern response

Tséch'ízhí-góó-sh díínáál?
 Hastiin Yázhí-sh baa díínáál?
 Asdzáan Yázhí-sh baghan-góó díínáál?
 Kíi-sh bich'j' díínáál?
 Tódineeshzhéé' hoolyé-góó-sh díínáál?
 K'aibii'tó' hoolyé-góó-sh díínáál?

Ndaga' Ch'ínlíí-góó deesháál.
 Ndaga' Ch'ínlíí-góó deesháál.
 Ndaga' Ch'ínlíí-góó deesháál.
 Ndaga' Ch'ínlíí-góó deesháál.
 Ndaga' Ch'ínlíí-góó deesháál.
 Ndaga' Ch'ínlíí-góó deesháál.

dialogue

A. Háá-góó-sh díínáál?

B. Tónaneesdizí-góó deesnáál.

Use Phaselistening for comprehension

Yiskáa-go Na'ázhoozhí hoolyé-góó díínáál. Áa-di nichei baa díínáál.
 Ná naashnish doo nisin, bidiní. Béeso la' nisin biniiyé. Naaki damóo-go
 bá nanilnish doo. Áa-dóó shaa díínáál.

appropriate response

1. Háá-góó-sh doogáál?
2. Háí-sh yich'í' doogáál?
3. Ha'át'íí-sh biniiyé ákóó doogáál?
4. Ha'át'íí-sh yaa naagáá doo?
5. Haa nízaad-go áa-di naagháá doo?
6. Áa-doo háí-sh yaa doogáál?

restaging

Create a dialogue between a father and son from the story.

Cycle 96

Manipulation Phasemodel

T'áá honiidóí-go naa diit'ash.

When it is warm, we (2)
will come to see you.

substitution

T'áá honiidóí-go
hayíílká-go (dawn)
abíní-go
alní'ní'áa-go
yiskáa-go
tl'ée'-go
damóo-go

T'áá honiidóí-go diit'ash.
Hayíílká-go diit'ash.
Abíní-go diit'ash.
Alní'ní'áa-go diit'ash.
Yiskáa-go diit'ash.
Tl'ée'-go diit'ash.
Damóo-go diit'ash.

substitution

Yiskáa-go t'áá honiidóí-go diit'ash.

hayíílká-go
abíní-go
tl'ée'-go
alní'ní'áa-go
abíní-dáá'

Yiskáa-go hayíílká-go diit'ash.
Yiskáa-go abíní-go diit'ash.
Yiskáa-go tl'ée'-go diit'ash.
Yiskáa-go alní'ní'áa-go diit'ash.
Yiskáa-go abíní-dáá' diit'ash.

model

Hahgo-sh shaa dooh'ash?

When are you (2) coming to
(see) me?substitution

Hahgo-sh dooh'ash?

hahgo-sh
háá-góó-sh
háa-di-sh
háí-sh baa
haa hoolyé-góó

Hahgo-sh dooh'ash?
Háá-góó-sh dooh'ash?
Háa-di-sh dooh'ash?
Háí-sh baa dooh'ash?
Haa hoolyé-góó dooh'ash?

supplementary vocabulary repetition

Kintah-góó diikah.
Tségháhoodzání-góó doohkah.

We (3) will go.
You (3) will go.

grammatical substitution

Yiskáa-go ákóó deesháá.

diit'ash
diikah
dooh'ash
doohkah

Yiskáa-go ákóó diit'ash.
Yiskáa-go ákóó diikah.
Yiskáa-go ákóó dooh'ash.
Yiskáa-go ákóó doohkah.

variable slot substitution

Yiskáa-go t'áá honiidóí-go naa diit'ash.
Yiskáa-go hayíílká-go naa diit'ash.
Damóo-go hayíílká-go naa diit'ash.
Damóo-go hayíílká-go naa diikah.
Damóo-go abíní-dáá' naa diikah.
Damóo yázhí-go abíní-dáá' naa diikah.
Damóo yázhí-go abíní-dáá' baa diikah.
Damóo yázhí-go abíní-dáá' baa dooh'ash.
Damóo yázhí-go abíní-dáá' nihaa dooh'ash.
Damóo yázhí-go abíní-dáá' nihaa doohkah.
Damóo yázhí-go t'áá honiidóí-go nihaa doohkah.
Yiskáa-go t'áá honiidóí-go nihaa doohkah.
Yiskáa-go t'áá honiidóí-go nihaa diit'ash.
Yiskáa-go t'áá honiidóí-go naa diit'ash.

dialogue

- A. Hahgo-sh shaa dooh'ash?
- B. T'áá honiidóí-go naa diit'ash.

Use Phaselistening for comprehension

- A. Háá-dǎǎ' nohkai?
- B. Abíní-dǎǎ' niikai.
- A. Háí-sh biba' sínídá?
- C. Sik'is biba' sǎdǎ.
- B. Naa níyá-go háá-góó-sh dooh'ash?
- C. Nléi ndǎǎ'-góó diit'ash.
- A. Ha'át'íí-sh baa naah'aash doo, áa-di?
- C. Ayóo 'adiidíí.
- A. Shi-dó' dooleel ákóó deesháál.

appropriate response

1. Háá-dǎǎ' yikai?
2. Háí-sh yiba' sǎdǎ?
3. Yaa níyá-go háá-góó-sh doo'ash?
4. Ha'át'íí-sh yaa naa'aash doo?

directed discourse

Abidiní: Háá-góó-sh doogáál?

Haa hoolyé-dǎǎ' naaghá?

Háí-sh yaa níyá?

Háí baghan-góó doo'ash?

Haa hoolyé-góó doogáál?

(Name) haa hoolyé-di naaghá?

interpreting

1. Have (name) ask you where you will go tomorrow.
2. Have (name) ask (name) if he is going to Gallup when it is warmer.
3. Have (name) ask (name) when (name) is coming to see him.
4. Have (name) ask me where I will go.
5. Have (name) ask you when you are coming to see him.
- - - - -

Cycle 97

Manipulation Phasemodel

Shi-dó' nihił deeshkah.

Me too, I'll go with you.

variable slot substitution

Nihił deeshkah.

Nihił dííkah.

Bił dííkah.

Bił doohkah.

Shił doohkah.

Shił doo'ash.

Yił doo'ash.

Yił dookah.

Nił dookah.

Nił deesh'ash.

Bił deesh'ash.

Bił deeshkah.

Nihił deeshkah.

integration

Kíi ákóó doogáál, shił ákóó.

Kíi ákóó shił doo'ash.

Ákóó díínáál, Kíi bił.

Ákóó dooh'ash, shił ákóó.

Tségháhoodzání-góó diit'ash, nihił ákóó.

Tségháhoodzání-góó díínáál, hastóí bił.

Na'ínzhoozhí-góó doo'ash, naghái ashkii yił.

Ch'ínłíí-góó deesháál, nihił ákóó.

pattern response

Ndáá'-góó-sh díínáál?

Ndáá'-góó-sh doogáál?

Ndáá'-góó-sh doo'ash?

Ndáá'-góó-sh dooh'ash?

Ndáá'-góó-sh dookah?

Ndáá'-góó-sh doohkah?

Ndáá'-góó-sh díínáál?

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Ou' ndi Hastiin Nééz bił deesh'ash.

Use Phaselistening for comprehension

- A. Yiskáa-go ndáá' doo.
 B. Háa-di-sh dooleel?
 A. Nléi Ch'ínlíí-di, ákóó-sh díínáál?
 B. Daats'í, doo naashnish da índá.
 A. Shil díí'ash ya'?
 B. Hahgo-sh díínáál?
 A. Damóo yázhí-go t'áá honiidóí-go deesháál.
 B. Shaa díínáál ya'?
 A. Haagóne' naa deesháál.

appropriate response

1. Háa-di-sh ndáá' dooleel?
2. Ákóó-sh doogáál?
3. Háí-sh yil doo'ash?
4. Hahgo-sh doogáál?
5. Da' naalnish?

restaging

Students may recreate the dialogue setting in their own words.

questioning

Students may ask each other about the dialogues they created.

retelling

Students may report to the class the dialogue as one they overheard.

Cycle 98

Manipulation Phasemodel

Níyáa-go índá nihił dííkah.

When he arrives, then you
can go with us.

substitution

níyáa-go
 yíníyáa-go
 níyáa-go
 niit'áázh-go
 noo'áázh-go
 niikai-go
 yikai-go

Níyáa-go índa nihił dííkah.
 Yíníyáa-go índa nihił dííkah.
 Níyáa-go índa nihił dííkah.
 Niit'áázh-go índa nihił dííkah.
 Noo'áázh-go índa nihił dííkah.
 Niikai-go índa nihił dííkah.
 Yikai-go índa nihił dííkah.

pattern response

Shaa yíníyáa-go índa shił díí'ash.
 Shaa níyáa-go índa shił doo'ash.
 Shaa ní'áázh-go índa shił dookah.

noo'áázh-go
 yikai-go
 noohkai-go
 yíníyáa-go
 níyáa-go
 ní'áázh-go

Shaa noo'áázh-go índa shił doohkah.
 Shaa yikai-go índa shił dookah.
 Shaa noohkai-go índa shił doohkah.
 Shaa yíníyáa-go índa shił díí'ash.
 Shaa níyáa-go índa shił doo'ash.
 Shaa ní'áázh-go índa shił dookah.

Use Phaselistening for comprehensiondialogue 1

- A. Hahgo-sh shich'j' díínáál.
 B. Yiskáa-go daats'í nich'j' deesháál.
 A. K'ad hooghan-góó déyá.
 B. Shi-dó' hooghan-góó déyá.

appropriate response

1. Hahgo-sh doogáál?
2. Yiskáa-go doogáál?
3. Háa-góó-sh deezh'áázh?

dialogue 2

- A. Yiskāa-go ha'át'íí-sh baa naah'aash?
 B. Ndāā'gōō deet'áázh.
 A. Shi-dó' nihił dēshkai ya'?
 B. Nihaa yíníyāa-go índā' ákōō diikah.

appropriate response

1. Ha'át'íí-sh yaa naa'aash yiskāa-go?
 2. Háā-gōō-sh deezh'áázh?

Cycle 99

Manipulation Phasemodel

Azee'él'íí-jí-déé' yigáál.

He is coming from the
hospital.

substitution

azee'él'íí-jí-déé'
 naalyéhé báhooghan-déé'
 hooghan-déé'
 hataál-déé'
 ndāā'-déé'
 kin-déé'
 nílei-déé'

Azee'él'íí-jí-déé' yigáál.
 Naalyéhé báhooghan-déé' yigáál.
 Hooghan-déé' yigáál.
 Hataál-déé' yigáál.
 Ndāā'-déé' yigáál.
 Kin-déé' yigáál.
 Nílei-déé' yigáál.

expansion and variable slot substitution

Hooghan-déé' yigáál.
 Hooghan-déé' yigáál nt'éé'.
 Naalyéhé báhooghan-déé' yigáál nt'éé'.
 Adāādāā' naalyéhé báhooghan-déé' yigáál nt'éé'.
 Adāādāā' hataál-déé' yigáál nt'éé'.
 Yiskāa-go hataál-déé' yigáál doo.
 Yiskāa-go āa-déé' yigáál doo.
 Yiskāa-go āa-déé' níhāa yigáál doo.

pattern response

Hataáál-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

Ndáá'-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

Azee'él'íí-jí-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

Nléi-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

Naalyéhé báhooghan-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

Na'akai-déé'-sh yigáál?

Ndaga' hooghan-déé' yigáál.

model

Háa-déé'-sh yigáál?

Where is he coming from?

substitution

háa-déé'-sh

Háa-déé'-sh yigáál?

háa-góó-sh

Háa-góó-sh yigáál?

háí-sh

Háí-sh yigáál?

ha'át'íí-sh yee

Ha'át'íí-sh yee yigáál?

dialogue

A. Háa-déé'-sh yigáál?

B. Azee'él'íí-jí-déé' yigáál.

Use Phaselistening for comprehension

A. Háa-déé'-sh yigáál?

B. Ndáá'-déé' yigáál.

A. Háa-di-sh ndáá'?

B. Doo shíł bée hozin da.

A. Éí yigáálíí bíł bée hozin daats'í.

B. Bich'í' yéiilti' ya'?

A. Doo nisin da. Hooghan-góó deesháál.

appropriate response

1. Háá-déé'-sh yigáál?
2. Ndáá'-déé'-sh yigáál?
3. Háa-di-sh ndáá'?

restaging

Restage the dialogue.

listening for comprehension

- A. Nagháí, háá-góó-sh yigáál?
- B. Ndáá'-góó yigáál nisin.
- A. Bichidí-sha'?
- B. Doo naalnish da, jiní.
- A. Ndáá'-góó bil deesh'ash nisin nt'ée'.
- B. Nínízin-go shil díí'ash.

appropriate response

1. Háá-góó-sh yigáál?
2. Bichidí-sh naalnish?
3. Háí-sh yił doo'ash, ndáá'-góó?

Cycle 100

Manipulation Phasemodel

Shik'éeí baghan-góó yisháál.

I am going to my relatives' homes.

substitution

shik'éeí baghan
 naalyéhé báhooghan
 Dził ɫizhin (Black Mountain)
 dibé bighan (sheep corral)
 sodizin báhooghan
 Hastiin Nééz baghan-góó

Shik'éeí baghan-góó yisháál.
 Naalyéhé báhooghan-góó yisháál.
 Dził ɫizhin-góó yisháál.
 Dibé bighan-góó yisháál.
 Sodizin báhooghan-góó yisháál.
 Hastiin Nééz baghan-góó yisháál.

variable slot substitution

Shik'éeí baghan-góó yisháál.
 Hastiin Yázhí baghan-góó yisháál.
 Hastiin Yázhí bich'i' yisháál.
 Tségháhoodzání-góó bich'i' yisháál.
 Asdzáán Yázhí bich'i' yisháál.
 Asdzáán Yázhí baa yisháál.
 Shik'éeí baa yisháál.
 Shik'éeí baghan-góó yisháál.

model

Háá-góó-sh yínáál?

Where are you going?

pattern response

Hooghan-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Naalyéhé báhooghan-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Da' Hastiin Nééz baa yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Hataál-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Ndáá'-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Ólta'-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

Dibé bighan-góó-sh yínáál?

Nda, ákóó doo yisháálí da,
 naghái ákóó yigáál.

dialogue

- A. Háá-góó-sh yínáál?
- B. Shik'éeí baghan-góó yisháál.

Use Phaselistening for comprehension

- A. Háá-góó-sh yínáál?
- B. Naalyéhé báhooghan-góó yisháál.
- A. Ha'át'íí-sh biniyé?
- B. Ch'iyáán la' nisin.
- A. Shí éiyá áa-déé' yisháál.
- B. Diné t'óó áhayóí áa-di naakai.

appropriate response

1. Háá-góó-sh yigáál?
2. Ha'át'íí-sh biniyé?
3. Ha'át'íí-sh yinízin?
4. Háa-déé'-sh yigáál?
5. Díkwíí-sh diné naalyéhé báhooghan-di naakai?

restaging

Restage the dialogue.

directed discourse

- Nabídííkid: Háá-góó-sh yigáál, yiskáa-go?
- Naalyéhé báhooghan-góó-sh yigáál?
- Hooghan-góó-sh yigáál nt'ée'?
- Hái-sh yigáál?
- Hái-sh nihich'i' yigáál?
- Adáádáá' háa-déé'-sh yigáál nt'ée'?

interpreting

1. Have (name) ask if (name) is coming now.
2. Have (name) tell (name) that you will be coming tomorrow.
3. Have (name) ask where (name) is coming from.
4. Have (name) ask me where you were going yesterday.
5. Have (name) ask (name) if he is going home.

- - - - -

Cycle 101

Manipulation Phasemodel

Ŋléi-déé' yi.'ash-ii (yi.[ø]'ash.-ii) biba' sédá.

I am waiting for those two who are coming from over there.

substitution

Ŋléi-déé' yi'ash-ii.
 Ŋléi naaghá-hii
 Ŋléi naalnish-ii
 Ŋléi yálti'-ii
 Ŋléi 'óltá'-ii
 Ŋléi diné yidiits'a'-ii

Ŋléi-déé' yi'ash-ii biba' sédá.
 Ŋléi naaghá-hii biba' sédá.
 Ŋléi naalnish-ii biba' sédá.
 Ŋléi yálti'-ii biba' sédá.
 Ŋléi 'óltá'-ii biba' sédá.
 Ŋléi diné yidiits'a'-ii biba' sédá.

variable slot substitution

Ŋléi-déé' yi'ash-ii biba' sédá.
 Ŋaghái yi'ash-ii biba' sédá.
 Ŋaghái yi'ash-ii biba' sínídá.
 Ŋaghái yigáál-ii biba' sínídá.
 Kóó yigáál-ii biba' sínídá.
 Kóó yikah-ii biba' sínídá.
 Kóó yikah-ii yiba' sidá.
 Áa-déé' yikah-ii yiba' sidá.
 Áa-déé' yi'ash-ii yiba' sidá.
 Áa-déé' yi'ash-ii biba' sédá.
 Ŋléi yi'ash-ii biba' sédá.

pattern response

Kíi, Ch'ínllíí-déé'-sh yigááí?

Nda, shik'éí áa-déé' yikah.

Molly Ch'ííllíí-déé'-sh yigááí?

Nda, shik'éí áa-déé' yikah.

Hastóí Ch'ínllíí-déé'-sh yikah?

Nda, shik'éí áa-déé' yikah.

Sáanii Ch'ínllíí-déé'-sh yi'ash?

Nda, shik'éí áa-déé' yikah.

Chii Ch'ínllíí-déé'-sh yigááí?

Nda, shik'éí áa-déé' yikah.

At'ééké Ch'ínllíí-déé'-sh yi'ash?

Nda, shik'éí áa-déé' yikah.

Nichei Ch'ínllíí-déé'-sh yigááí?

Nda, shik'éí áa-déé' yikah.

Ninálíké Ch'ínllíí-déé'-sh yikah?

Nda, shik'éí áa-déé' yikah.

Use Phaselistening for comprehension

Shik'éí Ch'ínllíí-déé' yikah. Chidí tsoh yikah. Chidí doo yá'át'éého naalnish da. Kóó yikai-go naakidi ahéé'ilkidgo kóó naakai doo. Áa-doo Da'ák'éhalání-góó dookah. Áa-di baghan doo.

appropriate response

1. Háí-sh Ch'ínllíí-déé' yikah?
2. Ha'át'íí-sh yee yikah?
3. Chidí-sh naalnish?
4. Haa nízaad-go kóó naakai doo?
5. Kódóó, háágóó-sh dookah.
6. Haa-di-sh baghan doolee?

restaging

Students create a dialogue from the information provided by the story.

retelling

Students retell the story to the other class members.

Cycle 102

Manipulation Phasemodel

Hastiin Ts'óózí baa yiit'ash.

We are on our way to see
Thin Man.

substitution

Hastiin Ts'óózí
 Asdzáán Ts'óózí
 Kíi
 shimá yázhí
 shich'é'é (woman's daughter)
 shiyáázh (woman's son)

Hastiin Ts'óózí baa yiit'ash.
 Asdzáán Ts'óósí baa yiit'ash.
 Kíi baa yiit'ash.
 Shimá yázhí baa yiit'ash.
 Shich'é'é baa yiit'ash.
 Shiyáázh baa yiit'ash.

restatement

Hooghan-góó yishááł.
 Sik'is dóó shí hooghan-góó

Sik'is-dó' ákóó yigááł.
 yiit'ash.

Kíi góó yishááł.
 Hastiin Ts'óózí baghan-góó yishááł.
 Asdzáán Ts'óózí baa yishááł.
 Da'njah-góó yishááł.
 Hooghan-góó yishááł.
 Ólta'-góó yishááł.

Shiyáázh-dó' ákóó yigááł.
 Shich'é'é-dó' ákóó yigááł.
 Kíi-dó' éí yaa yigááł.
 Nagháí-dó' ákóó yigááł.
 Sik'is-dó' ákóó yigááł.
 Nléí ashkii-dó' ákóó yigááł.

model

Háá-góó-sh ghoh'ash?

Where are you (2) going?

pattern response

Nihimá-sh baghan-góó ghoh'ash?
 Kíi-sh baa ghoh'ash?
 Nihich'é'é-sh baa ghoh'ash?
 Nihiyáázh-ísh baghan-góó ghoh'ash?
 Hooghan-góó-sh ghoh'ash?
 Naalyéhé báhooghan-góó-sh ghoh'ash?
 Ólta'-góó-sh ghoh'ash?

Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.
 Ndaga' ałah 'aleeh-góó yiit'ash.

dialogue

A. Háá-góó-sh ghoh'ash?

B. Hastiin Ts'óózí baa yiit'ash.

Use Phaselistening for comprehension

- A. Háá-déé'-sh ghoh'ash?
 B. Alah 'aleeh-déé' yiit'ash.
 A. Ha'át'íí-sh baa naah'ash, áa-di?
 B. Naat'áanii bits'áá' 'ííddáá'.
 A. Ha'át'íí-sh bits'áá' ghooyáá'?
 B. Atsj' dóó bááh yiiddáá', nishá' háá-góó?
 A. Shí éiyá shiyáázh baghan-góó déyá.

appropriate response

1. Háá-déé'-sh ghoh'ash?
 2. Ha'át'íí-sh yaa naa'aash?
 3. Háí-sh yits'áá' 'ííyáá'?
 4. Ha'át'íí-sh yiyiyáá'?
 5. Háá-góó-sh deeyá?

directed discourse

- Ábidiní: Háá-góó-sh yigááł?
 Háá-déé'-sh yi'ash?
 Háí-sh yiba' sidá?
 Yiskáa-go abíní-go háá-góó-sh deeskai?
 Háí-sh yich'í' yáłti'?
 Diné-sh yidiits'a'?
 Háí-sh yił ná'ádíłh leh?

paraphrase

1. Hastóí íllei-góó deeskai, t'áá shí chidí yee.
 2. Tségháhoodzání-góó déyá, hastóí bíł.
 3. Yiskáa-go alní'ní'áa-go deezh'áázh, bizhé'é yił.
 4. Táá' yiskáa-dáá' níyá. Nagháí Hastiin Ts'óózí bíł.
 5. Áa-di neiikai doo, naaki nááhai-go.
 6. Chii ayá. Chii biba' sédá.
 7. Hastiin Yázhí t'áá ííddáá' 'ííyáá'. Shí éiyá Hastiin Yázhí bíł 'ííyáá'.
- - - - -

Cycle 103

Manipulation Phasemodel

Tségháhoodzání-déé' yiikah.

We (3) are coming from
Window Rock.substitution

Tségháhoodzání-déé'

Tséch'ízhí-góó

alah 'aleeh-déé'

Hastiin Ts'óózí baghan-góó

Kíi bich'í'

Ch'ínlíí-góó

Tségháhoodzání-déé' yiikah.

Tséch'ízhí-góó yiikah.

Alah 'aleeh-déé' yiikah.

Hastiin Ts'óózí baghan-góó yiikah.

Kíi bich'í' yiikah.

Ch'ínlíí-góó yiikah.

variable slot substitution

Tségháhoodzání-góó yiikah.

Na'ínzhoozhí-góó yiikah.

Na'ínzhoozhí-déé' yiikah.

Na'ínzhoozhí-déé' yisháá.

Na'ínzhoozhí-góó yisháá.

Ch'ínlíí-góó yisháá.

Ch'ínlíí-góó yikah.

Tónaneesdizí-góó yikah.

Tónaneesdizí-góó yi'ash.

Tónaneesdizí-déé' yi'ash.

Tónaneesdizí-déé' yiikah.

model

Háá-déé'-sh ghohkah?

Where are you (3) coming
from?

substitution

háá-déé'-sh
 háá-góó-sh
 háí-sh baa
 aláah 'aleeh-góó-sh

Háá-déé'-sh ghohkah?
 Háá-góó-sh ghohkah?
 Háí-sh baa ghohkah?
 Aláh 'aleeh-góó-sh ghohkah?

dialogue

- A. Háá-déé'-sh ghohkah?
 B. Tségháhoodzání-déé' yiikah.

Use Phaselistening for comprehension

- A. Háá-déé'-sh ghohkah?
 B. Ch'ínííí-déé' yiikah.
 A. Ha'át'íí-sh baa naahkai ít'éé' áa-di?
 B. Diné bá ndeilnish.
 A. Díkwíí béeso bik'é ndaalnish?
 B. T'áájíík'e ndeilnish.
 A. K'ad háá-góó-sh disohkai?
 B. Hooghan-góó deekai.

appropriate response

1. Háá-déé'-sh yikah?
2. Ha'át'íí-sh yaa naakai?
3. Háí-sh yá ndaalnish?
4. Díkwíí béeso yik'é ndaalnish?
5. Háá-góó-sh deeskai?

chain drill

TO THE TEACHER: Write pattern on board.

- A. Where are they (3) coming from?
 B. From Gallup, maybe, ask him.
 A. Where are you coming from?
 C. We are coming from Window Rock.

directed discourse

Abidiní: Háá-déé'-sh yikah?
 Háá-déé'-sh yi'ash?
 Háá-déé'-sh yigáál?
 Háá-góó-sh yikah?
 Háá-góó-sh yi'ash?
 Háá-góó-sh yigáál?

 Cycle 104

Manipulation Phasemodel

Chidí shil yílghod.

I came by car.

Shil 'ílghod.

I came (by car, by something.)

substitution

chidí
 chidí naat'a'í
 líí'
 kq' na'albaasii
 chidí tsoh

Chidí shil yílghod.
 Chidí naat'a'í shil yílghod.
 líí' shil yílghod.
 Kq' na'albaasii shil yílghod.
 Chidí tsoh shil yílghod.

substitution

Tséch'ízhí-di
 hooghan-di
 naalyéhé báhooghan-di
 ólta'
 Na'ínzhoozhí-di
 Hastiin Ts'ooz'í baghan-di
 Ch'ínlíí-di

Tséch'ízhí-di shil 'ílghod.
 Hooghan-di shil 'ílghod.
 Naalyéhé báhooghan-di shil 'ílghod.
 Ólta'-di shil 'ílghod.
 Nz'ínzhoozhí-di shil 'ílghod.
 Hastiin Ts'ooz'í baghan-di shil 'ílghod.
 Ch'ínlíí-di shil 'ílghod.

model

Chidí shil̄ doolghol̄.

I will go by car.

Shil̄ 'adoolghol̄.

I will go (by something).

substitution

chidí

Chidí shil̄ doolghol̄.

l̄íí'

l̄íí' shil̄ doolghol̄.

kɔ' na'al̄baasii

Kɔ' na'al̄baasii shil̄ doolghol̄.

chidí naat'a'í

Chidí naat'a'í shil̄ doolghol̄.

substitution

Naat'áanii Nééz-di shil̄ 'adoolghol̄.

K'aibii'tó-di

K'aibii'tó-di shil̄ 'adoolghol̄.

Tónaneesdizí-di

Tónaneesdizí-di shil̄ 'adoolghol̄.

T'iisyaakin-di

T'iisyaakin-di shil̄ 'adoolghol̄.

Kinlání-di

Kinlání-di shil̄ 'adoolghol̄.

Tségháhoodzání-di

Tségháhoodzání-di shil̄ 'adoolghol̄.

variable slot substitution

Tséch'ízhí-di chidí shil̄ yílghod.

Ch'ín̄l̄íí-di chidí shil̄ yílghod.

Ch'ín̄l̄íí-di l̄íí' shil̄ yílghod.

Ch'ín̄l̄íí-di l̄íí' shil̄ doolghol̄.

Ch'ín̄l̄íí-di chidí naat'a'í shil̄ doolghol̄.

T'iisnázbaas-di chidí naat'a'í shil̄ doolghol̄.

T'iisnázbaas-di shil̄ 'adoolghol̄.

T'iisnázbaas-di nil̄ 'adoolghol̄.

T'iisnázbaas-di nil̄ 'ílghod.

Na'ńzhoozhí-di nil̄ 'ílghod.

Na'ńzhoozhí-di nihil̄ 'ílghod.

Na'ńzhoozhí-di shil̄ 'ílghod.

Tséch'ízhí-di shil̄ 'ílghod.

dialogue

- A. Háá-góó-sh nił 'adoolghol?
- B. Tséch'ízhí-góó shił 'adoolghol.

Use Phaselistening for comprehension

Adáádáá' chidí shił yílghod. Shimá baa níyá. Níyáa-dáá' shimá doo sidáa da. Bichei baghan-di naagháá nt'éé' jini. Áa-di, bichei yits'áá' 'ííyáá'. Tł'ée'-go shimá áa-déé' shaa níyá.

appropriate response

1. Háá-dáá' chidí yił yílghod?
2. Háí-sh yaa níyá?
3. Bimá-sh sidá?
4. Háa-di-sh naagháá nt'éé'?
5. Háí-sh yił 'ííyáá'?
6. Háá-dáá'-sh bimá yaa níyá?

interpreting

1. Have (name) ask (name) if he went to Gallup by car.
2. Have (name) tell you that he came by car.
3. Have (name) ask (name) when he arrived (by something.)
4. Have (name) ask if you will go to Washington by train.
5. Have (name) ask (name) when he arrived.
6. Have (name) ask (name) when he will go by plane to Denver.

Cycle 105

Manipulation Phasemodel

Shizhé'é bił naash'aash.

I go around with my father.

Shik'éí bił naashkai.

I go around with my relatives.

substitution

shizhé'é
 Asdzáán Diil
 shil naa'aashii (cousin)
 shiye' (my son, father's son)

Shizhé'é bil naash'aash.
 Asdzáán Diil bil naash'aash.
 Shil naa'aashii bil naash'aash.
 Shiye' bil naash'aash.

substitution

shik'éí
 bil shaghanígíí (those I live with)
 Hastóí Sání
 ashiiké

Shik'éí bil naashkai.
 Bil shaghanígíí naashkai.
 Hastóí Sání bil naashkai.
 Ashiiké bil naashkai.

variable slot substitution

Shil naa'aashii bil naash'aash.
 Shil naa'aashii bil nani'aash.
 Shik'éí bil nani'aash.
 Shik'éí bil nani'kai.
 Shil baghanígíí bil naashkai.
 Shil baghanígíí bil naahkai.
 Asdzáán Diil bil naahkai.
 Asdzáán Diil bil neiikai.
 Sik'is bil neiikai.
 Sik'is bil naashkai.
 Sik'is bil naash'aash.

variable slot substitution

Shik'éí shil naakai.
 Shik'éí nil naakai.
 Ashiiké nil naakai.
 Ashiiké shil naakai.
 Shil naa'aashii shil naakai.
 Shil naa'aashii shil naa'aash.
 Shil naa'aashii yi naa'aash.
 Shil naa'aashii yi naakai.
 Shik'éí yi naakai.
 Shik'éí shil naakai.

translation

1. I am going around with you (2).
2. He is going around with my cousins.
3. We are going around with our relatives.
4. You (2) are going around with.
5. I will be around there with you (1).
6. They will be with Round Woman at her house.

restatement

Áa-di naasháá doo. Kíi-dó' áa-di naagháá doo.
 Áa-di Kíi bíł naash'aash doo.

Tségháhoodzání-di naasháá doo. Mary-dó' áa-di naagháá doo.
 Tségháhoodzání-di Mary bíł naash'aash doo.

Tséch'ízhí-di naasháá doo. Hastiin Nééz-dó' áa-di naagháá doo.
 Dá'ák'ehalání-di naasháá doo. Asdzáán Nééz-dó' áa-di naagháá doo.
 Na'ńzhoozhí-di naasháá doo. Hastiin Yázhí-dó' áa-di naagháá doo.
 T'iisyaakin-di naasháá doo. Asdzáán Diil-dó' áa-di naagháá doo.
 Tónaneesdizí-di naasháá doo. Hastiin Ts'ogzí-dó' áa-di naagháá doo.

restatement

Áa-di nanináá doo. Nagháí hastóí áa-di naakai doo.
 Áa-di nagháí hastóí bíł nanikai.

Áa-di nanináá doo. Nagháí ashiiké áa-di naakai doo.
 Tségháhoodzání-di nanináá doo. Nagháí sáani áa-di naakai doo.
 Kinłání-di nanináá doo. Nagháí at'ééke áa-di naakai doo.
 T'iisnázbąas-di nanináá doo. Nagháí diné áa-di naakai doo.
 K'aibii'tó-di nanináá doo. Nagháí hastóí áa-di naakai doo.

Use Phaselistening for comprehension

- A. Háá-góó-sh dishoo'áázh?
- B. Nléi ólta'-góó deet'áázh.
- A. Ha'át'íí-sh biniyé?
- B. Naaki-di ahéé'ilkid áa-di neiilnish doo.
- A. Kíi áa-di naagháa ya'?
- B. Ou' Kíi bíł neiikai, áa-di.

appropriate response

1. Háá-góó-sh deezh'áázh?
2. Ha'át'íí-sh biniyé ólta'-góó deezh'áázh?
3. Haa nízaad-go naalnish doo?
4. Kíi háa-di naaghá?
5. Háí-sh yíí naakai doo?

directed discourse

Nabídííkid: T'iisyaakin-di háí-sh yíí naa'aash doo.
 Háa-di-sh (name) yíí naa'aash?
 Háí-sh yíí naakai doo?
 Hahgo-sh (name) T'iisyaakin-di yíí naakai doo?
 Háá-dáá' (name) yíí naa'aash íí'íí'íí'?

Cycle 106

Manipulation Phasemodel

Tí'óó'-di deesk'aaz.

It is cold outside.

substitution

deesk'aaz
 deesdoi
 ííííí (snowing)
 nahááííí (raining)
 hózhóní (it is nice)
 níyol (it is windy)

Tí'óó'-di deesk'aaz.
 Tí'óó'-di deesdoi.
 Tí'óó'-di ííííí.
 Tí'óó'-di nahááííí.
 Tí'óó'-di hózhóní.
 Tí'óó'-di níyol.

pattern response

^A
 Tí'óó'-di-sh deesk'aaz?
 Tí'óó'-di-sh hózhóní?

^B
 Nda doo deesk'aaz da, deesdoi nisin.
 Nda doo hózhóní da, níyol nisin.

^A
 ííííí
 deesdoi
 nahááííí
 níyol
 deesk'aaz

^B
 nahááííí
 níyol
 hózhóní
 deesk'aaz
 hózhóní

variable slot substitution

Kíi dooda shilní (he is saying to me).

Kíi dooda yilní.

Kíi yá'át'ééh yilní.

Kíi yá'át'ééh nilní.

Kíi k'ad nilní.

Kíi k'ad nihilní.

pattern response

Tł'óó'-di ^Ańchííł.

Ha'át'íí nilní?

Tł'óó'-di ^Cńchííł shilní.

Tł'óó'-di deesdoi.

Ha'át'íí nilní?

Tł'óó'-di deesdoi shilní.

Tł'óó'-di nahastin.

Ha'át'íí nilní?

Tł'óó'-di nahastin shilní.

Tł'óó'-di deesk'aaz.

Ha'át'íí nilní?

Tł'óó'-di deesk'aaz shilní.

Tł'óó'-di hózhóní.

Ha'át'íí nilní?

Tł'óó'-di hózhóní shilní.

Tł'óó'-di níyol.

Ha'át'íí nilní?

Tł'óó'-di níyol shilní.

model

Tł'óó'-di haa hoot'é?

How is the weather outside?

substitution

Tł'ée'-dǎǎ' haa hoot'é?

abíní-dǎǎ'

jíí-dǎǎ'

adǎǎdǎǎ'

Abíní-dǎǎ' haa hoot'é?

Jíí-dǎǎ' haa hoot'é?

Adǎǎdǎǎ' haa hoot'é?

supplementary vocabulary

Tł'ée'-dǎǎ' áhí (fog) hółóó'ńt'ée'.

Tł'ée'-dǎǎ' dahastin (it froze).

Tł'ée'-dǎǎ' t'óó báhádzo (really) níyol ńt'ée'.

expansion and variable slot substitution

Tl'óó'-di deesk'aaz.

Tl'óó'-di níyol.

Tl'óó'-di t'óó báhádzo níyol.

Tl'óó'-di t'óó báhádzo hchííl.

Tl'ée'-dǵǵ' t'óó'-di t'óó báhádzo hchííl.

Tl'ée'-dǵǵ' t'óó'-di t'óó báhádzo dahastin.

dialogue

A. Tl'ée'-dǵǵ' haa hoot'é?

B. T'óó báhádzo níyol.

A. K'ad t'óó'-di haa hoot'é?

B. Tl'óó'-di deesk'aaz.

Use Phaselistening for comprehension

Tl'ée'-dǵǵ' niit'áázh. T'óó báhádzo hchííl. Nihichidí doo hazhó'ó naalnish da. K'ad daats'í t'óó'-di deesk'aaz. Doo hózhóní da.

listening for comprehension

A. Háá-dǵǵ'-sh noo'áázh?

B. Tl'ée'-dǵǵ' niit'áázh.

A. Tl'ée'-dǵǵ' haa hoot'ée' nt'ǵǵ'?

B. Ahí hólóó nt'ǵǵ'.

A. Naaki yiskǵǵ-dǵǵ' Na'ńzhoozhí-di t'óó báhádzo níyol ya'?

B. Dooda, t'óó'-di k'ad nahastin.

A. Na'ńzhoozhí-góó-sh dooh'ash?

B. Nda t'óó'-di hózhóní-go ńda diit'ash.

appropriate response

1. Háá-dǎǎ'-sh ní'áázh?
2. Tǎ'ée'dǎǎ' haa hoot'é?
3. Ha'át'íí-sh hóló' nt'ée'?
4. Na'ńzhoozhí-di-sh haa hoot'ée nt'ée' jiní?
5. Tǎ'óó'di-sh haa hoot'é k'ad?
6. Na'ńzhoozhí-góó-sh doo'ash?

restaging

Combine both dialogues into one dialogue for three people.

retelling

Make the second dialogue into a story.

Cycle 107

Manipulation Phasemodel

Tǎ'ée'-dǎǎ' ííchííl.	Last night it stopped snowing.
Tǎ'ée'-dǎǎ' yóó' ahóóltǎ.	Last night it stopped raining.
Tǎ'ée'-dǎǎ' ííyol.	Last night it stopped blowing.

pattern response

Tǎ'ée'-dǎǎ' ńchííl ya'?	Ndaga' ííchííl.
Tǎ'ée'-dǎǎ' nahaltin nt'ée' ya'?	Ndaga' yóó' ahóóltǎ.
Tǎ'ée'-dǎǎ' ííyol ya'?	Ndaga' ííyol.
Tǎ'ée'-dǎǎ' ńchííl ya'?	Ndaga' ííchííl.

pattern response

Tl'ée' bíighah (all night) íchííl ya'? Nda íichííl.

Tl'ée' bíighah níyol ya'?

Nda íiyol.

Tl'ée' bíighah nahaltin ít'ée' ya'?

Nda yóó' ahóóltá.

Tl'ée' bíighah íchííl ya'?

Nda íichííl.

substitution

Tl'ée'-dǎǎ' íichííl.

abíní-dǎǎ'

Abíní-dǎǎ' íichííl.

adǎǎdǎǎ'

Adǎǎdǎǎ' íichííl.

jíídǎǎ'

Jíídǎǎ' íichííl.

naaki' yiskǎǎ-dǎǎ'

Naaki yiskǎǎ-dǎǎ' íichííl.

tl'ée'-dǎǎ'

Tl'ée'-dǎǎ' íichííl.

variable slot substitution

Tl'ée'-dǎǎ' íichííl.

Adǎǎdǎǎ' íichííl.

Adǎǎdǎǎ' íiyol.

Abíní-dǎǎ' íiyol.

Abíní-dǎǎ' yóó' ahóóltá.

Jíídǎǎ' yóó' ahóóltá.

Jíídǎǎ' íichííl.

Tl'ée'-dǎǎ' íichííl.

dialogue

A. Tl'ée' bíighah íchííl shílní?

B. Dooda, yoolkáál-go íichííl.

Use Phaselistening for comprehension

A. Yoolkáál-dǎǎ' íichííl ya'?

B. Nda, tl'óó'di t'ah íchííl.

A. Ch'ínlíí-góó deesháál nisin.

B. Tl'óó'-di t'óó báhádzo íchííl.

A. Chidí tsoh bee deesháál.

B. Íichííl-go índa hózhóní doolee.

A. Hózhóní-go índa deesháál.

appropriate response

1. Tl'ée'dáá' haa hoot'é?
2. Yoolkáál-dáá'-sh íichííl?
3. Háá-góó-sh deesháál nízin?
4. Tl'óó'di haa hoot'é?
5. Ha'át'íí-sh yee doogáál?

Cycle 108

Manipulation Phasemodel

Dah njah-di jool yee naané leh.	He usually plays ball at the dorm.
---------------------------------	------------------------------------

substitution

dah njah-di
 ólta'-di
 nda'anéní-di (gym)
 tl'óó'-di
 nléi-di

Dah njah-di jool yee naané leh.
 'Ólta'-di jool yee naané leh.
 Nda'anéní-di jool yee naané leh.
 Tl'óó'-di jool yee naané leh.
 Nléi-di jool yee naané leh.

pattern response

Dah njah-di naané ya'?

Ou' áa-di jool yee naané leh.

'Ólta'-di naané ya'?
 Tl'óó'-di naané ya'?
 Nléi-di naané ya'?
 Nda'anéní-di naané ya'?
 Dah njah-di naané ya'?

Ou' áa-di jool yee naané leh.
 Ou' áa-di jool yee naané leh.
 Ou' áa-di jool yee naané leh.
 Ou' áa-di jool yee naané leh.
 Ou' áa-di jool yee naané leh.

model

Háa-di-sh jool yee naané?	Where does he play ball? (Is he playing?)
---------------------------	---

pattern response

Háa-di-sh naané?	Doo naanée da.
Dah njah-di-sh naané?	Doo naanée da.
'Ólta'-di-sh naané?	Doo naanée da.
Háa-di-sh naané?	Doo naanée da.
Nléi-di-sh naané?	Doo naanée da.
Tl'óó'-di-sh naané?	Doo naanée da.

dialogue

- | |
|---|
| <p>A. Háa-di-sh jool yee naané?</p> <p>B. Dah njah-di jool yee naané leh.</p> |
|---|

Use Phaselistening for comprehension

- A. Kíi-sh sidá?
- B. Doo sidáa da.
- A. Da' naané?
- B. Ou' naané, nléi-di.
- A. Ha'át'íí-sh yee naané?
- B. Jool yee naané.
- A. Ákóó deesháá.

appropriate response

1. Kíi-sh sidá?
 2. Ha'át'íí-sh yaa naaghá?
 3. Háa-di-sh naané?
 4. Da' jool yee naané?
-

Cycle 109

Manipulation Phasemodel

Ch'éeéh déyá biniina doo naa.sh.née da.

I am not playing because I am tired.

repetition

Doo nisin da biniina.
 Shijaad diniih biniina.
 Doo shá haz'áa da biniina.
 Naalyéhé bahooghan-góó déyá biniina.
 'Íínísh'ta' doo biniina.
 Naashnish doo biniina.
 Shinaanish t'óó ahayóí biniina.

Because I don't want to.
 Because my leg hurts.
 Because I can't.
 Because I have to go to the store.
 Because I have to study.
 Because I have to work.
 Because I have a lot of work.

substitution

ch'éeéh déyá
 doo nisin da
 doo shá haz'áa
 shinaanish t'óó ahayóí
 shijaad diniih

Ch'éeéh déyá biniina.
 Doo nisin da biniina.
 Doo shá haz'áa da biniina.
 Shinaanish t'óó ahayóí biniina.
 Shijaad diniih biniina.

integration

Doo naashnée da.

Ch'éeéh déyá.
 Ch'éeéh déyá biniina doo naashnée da.

Doo naashnée da.
 Doo naashnée da.
 Doo naashnée da.
 Doo naashnée da.
 Doo naashnée da.

Doo nisin da.
 Doo shá haz'áa da.
 Shijaad diniih.
 Shinaanish t'óó ahayóí.
 Ch'éeéh déyá.

model

Haa-sh yit'áo doo na.ni.née da? Why aren't you playing?

pattern response

TO THE TEACHER: Act out each cued response.

Jool bee naniné ya'?

Ndaga' doo nisin da.

Jool bee naniné ya'?

Ndaga' doo shá haz'áa da.

Jool bee naniné ya'?

Ndaga' shijaad diniih.

Jool bee naniné ya'?

Ndaga' ch'ééh déyá.

Jool bee naniné ya'?

Ndaga' shinaanish t'óó ahayóí.

Jool bee naniné ya'?

Ndaga' doo nisin da.

dialogue

A. Haa-sh yit'áo doo naninée da?

B. Ch'ééh déyá biniina doo naashnée da.

Use Phaselistening for comprehension

A. Jool bee naniné ya'?

B. Dooda, doo nisin da.

A. Haa-sh yit'áo doo níńízin da?

B. Shijaad diniih biniina.

A. Nik'is-sha' da' jool yee naané.

B. Ou' jool bee naashné nízin.

A. Háa-di-sh baghan?

B. Nléi-di baghan.

A. Sidáá-sh?

B. Ndaga' jool yee naané.

A. Háa-di-sh naané?

B. Ólta'-di naané.

appropriate response

1. Da' jool bee naashné nízin?
2. Haa-sh yit'áo doo naanée da?
3. Da' bik'is jool bee naashné nízin?
4. Háa-di-sh bik'is baghan?
5. Sidáa-sh?
6. Ha'át'íí-sh yaa naaghá?
7. Háa-di-sh naané?

retelling

Tell a story about what happened in the dialogue.

restaging

Restage the dialogue.

directed discourse

Abidiní: Háa-di-sh naané leh?
 Haa-sh yit'áo doo naanée da?
 Hahgo-sh jool yee naanée doo?
 Ha'át'íí-sh biniina doo naanée da?
 Háa-di-sh jool yee naané leh?

Cycle 110

Manipulation Phasemodel

Shitah doo hats'íí da.

I don't feel good.
 (My body does not feel good.)

substitution

doo hats'íí da
 yá'áhót'ééh (it is good)
 honeezgai (it is painful)

Shitah doo hats'íí da.
 Shitah yá'áhót'ééh.
 Shitah honeezgai.

substitution

Shijáád neezgai. (hurts, is painful)

shibid (stomach)
 shitl'aa' (rump)
 shikee' (foot)
 shikéts'iin (ankle)
 shijáád (leg)
 shíígháán (small of back, spine)

Shibid neezgai.
 Shitl'aa' neezgai.
 Shikee' neezgai.
 Shikéts'iin neezgai.
 Shijáád neezgai.
 Shíígháán neezgai.

substitution

Shijáád diniih.

shitsiits'iin (my head)
 shináá' (my eye)
 shijáád
 shighos (my shoulder)
 shigaan (my arm)
 shikee'
 shitl'aa'
 shíígháán

My leg aches.

Shitsiits'iin diniih.
 Shináá' diniih.
 Shijáád diniih.
 Shighos diniih.
 Shigaan diniih.
 Shikee' diniih.
 Shitl'aa' diniih.
 Shíígháán diniih.

pattern response

Da' nibid neezgai?

Da' nikee' neezgai?
 Da' nijáád neezgai?
 Da' nikéts'iin neezgai?
 Da' nitl'aa' neezgai?
 Da' nighos neezgai?
 Da' níígháán neezgai?

Ou' shibid neezgai.

Ou' shikee' neezgai.
 Ou' shijáád neezgai.
 Ou' shikéts'iin neezgai.
 Ou' shitl'aa' neezgai.
 Ou' shighos neezgai.
 Ou' shíígháán neezgai.

pattern response

Da' nijáád diniih?

Da' nibid diniih?
 Da' nikee' diniih?
 Da' nitl'aa' diniih?
 Da' nighos diniih?
 Da' nikéts'iin diniih?
 Da' níígháán diniih?

Dooda, shijáád doo diniih da.

Dooda, shibid doo diniih da.
 Dooda, shikee' doo diniih da.
 Dooda, shitl'aa' doo diniih da.
 Dooda, shighos doo diniih da.
 Dooda, shikéts'iin doo diniih da.
 Dooda, shíígháán doo diniih da.

rejoiner with pattern response (be annoyed)

Da' ntah honeezgai?	Shitah yá'áhót'éeéh.
Da' ntah doo hats'íí da?	Shitah yá'áhót'éeéh.
Da' ntah yá'áhót'éeéh?	Shitah yá'áhót'éeéh.
Da' ntah honeezgai?	Shitah yá'áhót'éeéh.

model

Haa nit'é?

How are you?

Ntah haa hoot'é?

How do you feel?

pattern response

TO THE TEACHER: Point to the area of the body to cue the student.

Há'ísh diniih (Where does it ache?)	Shijáád diniih.
Há'ísh diniih?	Shináá' diniih.
Há'ísh diniih?	Shikee' diniih.
Há'ísh diniih?	Shibid diniih.
Há'ísh diniih?	Shighos diniih.
Há'ísh diniih?	Shitl'áá' diniih.
Há'ísh diniih?	Shikéts'iin diniih.

pattern response

Há'ísh neezgai?	Shibid-jí neezgai.
Há'ísh neezgai?	Shitsiits'iin-jí neezgai.
Há'ísh neezgai?	Shighos-jí neezgai.
Há'ísh neezgai?	Shíígháán-jí neezgai.
Há'ísh neezgai?	Shitl'aa'-jí neezgai.
Há'ísh neezgai?	Shikee'-jí neezgai.
Há'ísh neezgai?	Shibid-jí neezgai.

dialogue

- A. Haa nit'é?
 B. Shitah doo hats'íí da.
 A. Há'ísh neezgai?
 B. Shibid-jí neezgai.

Use Phaselistening for comprehension

- A. Ntah haa hoot'é?
 B. Shitah honeezgai.
 A. Da' ntah doo hats'íí da?
 B. Ou' shitah doo hats'íí da.
 A. Há'ísh neezgai?
 B. Shíígháán-jí neezgai.
 A. Alah aleehgóó doo díníyáa da ya'?
 B. Dooda, ákóó déyá. Shizhé'é shaa doogáál.
 A. Éí-sh bíl díí'ash?
 or Ou' bíl deesh'ash.

appropriate response

1. Bitah haa hoot'é?
2. Bitahísh da hats'íí da?
3. Há'ísh neezgai?
4. Háá-góó-sh doogáál?
5. Háí-sh yaa doogáál?
6. Háí-sh yíl doo'ash?

listening for comprehension

- A. Ntah haa hoot'é?
 B. Shitah yá'áhót'ééh. Nishá'?
 A. Shi dooda. Shitah doo hats'íí da.
 B. Há'ísh diniih?
 A. Shitsiits'iin-jí diniih.
 B. Kóó-sh sínídáá doo?
 A. Ou' ndáá'-góó doo deesháál da.

appropriate response

1. Bitah haa hoot'é?
 2. Da' bitah yá'áhót'ééh?
 3. Há'ísh diniih?
 4. Háa-di-sh naagháá doo?
 5. Háá-góó-sh doo doogáá da?
- - - - -

Unit Twelve

REVIEW STAGELooking Back

Kíi T'iisyaakin-góó doogáál. Bimá yázhí áa-di baghan. Éí yaa doogáál.
 Bimá yázhí yá naalnish doo. Bimá yázhí Na'ázhoozhí-góó doogáál biniyé.

- A. Háá-góó-sh díináál?
 B. Tónaneesdizí-góó deesháál.

- A. Háá-góó-sh yínáál?
 B. Shik'éí baghan-góó yisháál.

- A. Háá-déé'-sh ghohkah?
 B. Tségháhoodzání-déé' yiikah.

- A. Háá-góó-sh nil 'adoolghol?
 B. Tséch'ízhí-góó shil 'adoolghol.

- A. Tł'ée'-dąą' haa hoot'é?
 B. T'óó báhádzo níyol.
 A. K'ad tł'óó'di haa hoot'é.
 B. Tł'óó'-di deesk'aaz.

- A. Haash yit'áo doo naninée da?
 B. Ch'ééh déyá biniina doo naashnée da.

story

- A. Díí daats'í chizh-góó atiin.
 B. Dooda, éí doo chizh-góó atiin da, Hastiin Ts'óósí baghan bich'í' atiin.
 A. Baghan bich'í'ísh nahontł'ah?
 B. Áo'éé, ayóó át'éego nahontł'ah.

- A. Díí-sh háá-góó atiin?
 B. Éí-shíí Ch'ilchinbii'tóo-góó atiin.
 A. Atiinísh haa hoot'é?
 B. T'áá yá'áhót'ééh. Ndi doo chidí bitiin da, tsinaagags t'éí bitiin.

Unit Thirteen

PREPARATION STAGEProgram

1. Navaho has a class of verb stems which we will call classificatory stems, in which is indicated certain natural characteristics of objects.

2. For example:

aah 'one bulky or round object'

kaah 'something in a container'

niił 'several objects'

3. These verbs indicate certain physical characteristics of an object.

4.

'aah 'ááł 'á }	all describe one bulky or round object.
---	---

5. aah is the present tense stem.

6. á is the past tense stem.

7. ááł is the future tense stem.

8. Write the three stems for 'a round or bulky object.'

aah

á

ááł

'to return'

ńdeeshdáál	ńdiit'ash	ńdiikah
ńdíídáál	ńdooh'ash	ńdoohkah
ńdoodáál	ńdoot'ash	ńdookah

are

9. The above stems (are/are not) suppletive.

10. Write the three suppletive forms.

dáál

t'ash

kah

have

11. The verbs (have/do not have) a prefix.

ń

12. Write the prefix. _____

13. ń means 'back, return to.'

14. Write the pattern for future verbs:

deesh dii dadii

díí dooh dadooh

doo doo dadoo

15. Since the stems indicate plural, da 'plural' is not needed.16. Prefix ń 'back, return' to the pattern.

ńdeesh ńdii

ńdíí ńdooh

ńdoo ńdoo

17. Prefix $\left. \begin{array}{l} \underline{\acute{n}deesh} \\ \underline{\acute{n}d\acute{i}\acute{i}} \\ \underline{\acute{n}doo} \end{array} \right\}$ to dááł, 'one goes.'

ńdeeshdááł

ńdídádááł

ńdoodááł

18. Prefix $\left. \begin{array}{l} \underline{\acute{n}dii} \\ \underline{\acute{n}doo\acute{h}} \\ \underline{\acute{n}doo} \end{array} \right\}$ to t'ash, 'two go.'

ńdiit'ash

ńdooht'ash

ńdoot'ash

19. Prefix $\left. \begin{array}{l} \underline{\acute{n}dii} \\ \underline{\acute{n}doo\acute{h}} \\ \underline{\acute{n}doo} \end{array} \right\}$ to kah, 'three go.'

ńdiikah

ńdoohkah

ńdookah

20. Compare:

ńdoogááł

ńdoodááł

21. With the prefix ń, 'back, return' there is a change in the initial consonant of the stem. The g of gááł becomes d in dááł.

Summary

CLASSIFICATORY STEMS: Navaho has a class of verb stems which indicate certain natural characteristics of objects. These are called 'classificatory stems.'

<u>aah</u>	'one bulky or round object'
<u>kaah</u>	'something in a container'
<u>niił</u>	'several objects'

PREFIX ń

The prefix ń means 'back, return to.' When added to the verb stem dááł 'one goes' along with the future forms, we have the concept of one going and coming back, hence the translation 'to return.'

<u>ńdeeshdááł</u>	'I will return.'
<u>ńdiit'</u> ash	'We will return.'
<u>ńdiikah</u>	'We (3) will return.'

Written Exercises

1. The stem aah refers to one round, bulky, or convenient object. The stem niił refers to plural objects. In the blanks write either ńí'aah or ńíiniił depending on the physical nature of the thing being talked about. Use the English translation to help you.

Jooł shaa _____.	Give me the ball.
Béeso shaa _____.	Give me the money.
Dibé shaa _____.	Give me the sheep.
Tsé shaa _____.	Give me the rock.
łíí' shaa _____.	Give me the horses.
Tsits'aa' shaa _____.	Give me the box.

2. Translate into Navaho:

When it is dawn, we (3) will return.

When it is morning, you (1) will return.

When it is night, they (2) will return.

When it is noon, I will return.

When it is tomorrow, you (3) will return.

3. Translate into English:

Naaltsoos shaa ní'aah.

Dibé shaa níniił.

Bee ak'e'elchíhí shaa níniił.

Bááh shaa ní'aah.

Chidí shaa ní'aah.

Mósí shaa níniił.

Listening In

A. Béeso shaa níniił.

B. Díkwíí-sh nínízin?

A. Táá' béeso shaa níniił.

A. Jool shaa ní'aah.

B. Háa-di-sh nínízin?

A. Nléí shaa ní'aah.

A. Ha'át'íí-sh baa yíní'á?

B. Naaltsoos baa ní'á.

- A. Hahgo-sh ndoodááł?
 B. Kónááhoodzaa-go ndoodááł.

- A. Díí-sh háá-góó atiin?
 B. Kone'é Ch'ilchinbii'tó-góó atiin.
 A. Díí atiin haa hoot'é?
 B. Bohóóghis, díí atiin.

- A. Ha'át'íí-sh yaa halne'?
 B. Diné bahane' yaa halne'.

- A. Háí-sh baa holne'?
 B. Hastiin Yázhí baa hwiilne'.

- A. Háá-góó-sh doo'ash?
 B. Ch'ínííí-góó doo'ash áádóó hooghan-góó ndoot'ash.

- A. Háá-góó-sh dookah?
 B. Na'ínzhoozhí-góó dookah.
 A. Áá-dóó-sha'?
 B. Ólta'-góó ndookah.

- A. Hastóí nákaí.
 B. Dooda, shichei t'éiyá nádzá.

Memorization

- A. Háá-déé' néínídzá?
 B. Tota'-déé' nánisdzá.

- A. Hah-go-sh 'adoohsííł?
 B. Nániit'áázh-go índá 'adiidííł.

Looking AheadVocabularyimmediate use

ní'aah	you give an object that is round, bulky, or convenient
níniil	you give plural objects
ní'á	I gave an object that was round, bulky, or convenient
yíní'á	you gave an object that was round, bulky, or convenient
yini'á	he gave an object that was round, bulky, or convenient
ndoodáál	he will return, come back
ndeeshdáál	I will return, come back
ndíídáál	you will return, come back
nádzá	he returned

néínídzá	you returned
nánísdzá	I returned
kone'é	here inside
atiin	road
halne'	he is telling
hashne'	I am telling
hólne'	you are telling

Survival Expressions

chidí bijáád	wheel
chidí bijéi	battery
chidí bitsiits'in	motor
chidí bináá'	headlights
chidí bitoo'	gasoline
chidí bitoo' bee dah si'ánígíí	gas tank
chidí bik'ah ǀizhinígíí	motor oil

chidí bee naadlo'ígíí	steering wheel
tsin sitá yółta'ígíí	speedometer
chidí bee naagizhígíí	gear shift
chidí bee dah ndit'ahí	car jack
chidí bee 'índiidlohí	brake
chidí bikee'	tire
chidí bah dahoo'a'	car accident, car trouble
chidí 'ánálnééh	car is being repaired
chidí bikee' niiltsqoz	(car shoe is wrinkled) a flat tire
Chidí bikee' baa dii'ah.	Change the tire.
Chidí diilts'ííh.	Start the car.
chidí bikétł'óól	tire chain
chidí bah dah sitánígíí	car license
naaltsoos bik'ehgo na'abaasígíí	driver's license
chidí 'anál'ínígi	auto repair shop
Chidí táánígis.	Wash the car.
Díísh háí bilíí'?	Whose sheep are these?
'Ei sha'álchín dabilíí'.	They belong to my children (or my family.)
Da' na'álchínísh bilíí' bee dahóló?	Have your children (your family) any sheep or livestock?
Sha'álchíní bilíí' doo wózhó ląąda.	Their sheep (livestock is) are not very numerous.
Da' dibé baghanísh hóló?	Is there a sheep corral?

Da' dibé baghanísh nee 'édin?
Da' dibé baghanísh nee hóló?

Have you no sheep corral?

Da' nínaaísh dibé ła' bilíí'?

Has your older brother sheep among his
livestock?

Da' ne'esdzáánísh dibé ła' bilíí'?

Has your wife any sheep livestock?

Da' nahastiinísh dibé ła' bilíí'?

Has your husband some livestock?

Da' hastiinísh dibé ła' bilíí'?

Has the husband some livestock?

Da' nighe'ésh dibé ła' bilíí'?

Has your (a man's) son any livestock?

Da' niyáázhísh dibé ła' bilíí'?

Has your (a woman's) son any livestock?

dibé yázhí

a lamb

Tł'ízí łańí

Many Goats

tl'ízí yázhí

a kid

shidibé

my sheep

Háadish dibé baghan?
'Ádinísh?

Where is the sheep corral?
Is there none?

Dibé ła' shilíí'.

I have some sheep (livestock).

łíí' ła' shilíí'.

I have some horses (livestock).

Tł'ízí ła shilíí'.

I have some goats.

Tł'ízí ła shilíí'.

I have many goats.

Nihilí'ęęshą'ęęshą' (éi) háadi
ndaakai?

Where is our livestock?

Bééghashii 'éish háadi ndaakai?

Where are the cattle (walking)?

Háadish dibé shijéé'?
'Atiindóó kónzahgi dibé shijéé'.

Where are the sheep (settled down)?
The sheep are (settled) a short
distance (close to the) from the road.

Chidí bitoo' háádíłbin.

Fill it up (again) with gas.

Díísh háá-góó 'atiin?

To where does this road lead?

'Atiin(-ísh) haa hoot'é?

How is the road?

T'áá yá'áhot'ééh.

It is fairly good.

T'áá k'éhísdon (Tóta') baa 'atiin.

This road leads directly to ---
(say, to Farmington).

Doo chidí bitiinda, tsinaabaas t'ei
bitiin.

It is not an auto road, it is only a
wagon road.

Da' kwe'ésh naghan?

Is your home here (is this your home)?

Ou' kwe'é shaghan.

Yes, this is my home.

(Da') dibéesh nee hółó? or

Have you any, do you own sheep?

(Da') dibéesh ła' ñlǫ́'?

(Da') dibéesh, (łǫ́'sh, bégashiish,
téliish, dzhaa' néézish, tǫ́'ízish)
nee hółó?

Are sheep (horses, cattle, burros, mules,
goats) among your livestock?

Da' ñlǫ́ish hółó?

Have you any horses?

Ñlǫ́'sh daa néelǫ́'?

How many horses (livestock) have you?

Shilǫ́' doo wózhó łaáda.

I haven't much (sheep, horses) livestock.

Béégashiish'?

What about cattle?

Shibéégashi 'ádin, dibé t'ei
shilǫ́'.

I have no cattle, my livestock consists
only of sheep.

Tǫ́'ízí Łání 'éish háadi bilǫ́'
ndaakai?

This Many Goats, where are his sheep?

Halgaidishǫ́' ndaakai.

They are probably somewhere in the valley.

Dzaanééz Hółóonii bighe' háadi baghan? Where is the home of Mule Owner's son?
Tséch'ízhí hoolghéegi k'ad baghan. He now lives at the place called Rough
Rock.

Unit Thirteen

CORE STAGE

Cycle 111

Manipulation Phasemodel

Jooł shaa ní'aah.

Give me the ball.

TO THE STUDENT: aah refers to one object that is roundish or bulky, or convenient.

substitution

naaltsoos
beesh (metal or knife)
bááh
bilasáana
tsé (rock)
chidí
ch'ah (hat)
tózis (bottle)
tsits'aa' (box)
łitso (nickel)
naaki yaal (quarter)

Naaltsoos shaa ní'aah.
Beesh shaa ní'aah.
Bááh shaa ní'aah.
Bilasáana shaa ní'aah.
Tsé shaa ní'aah.
Chidí shaa ní'aah.
Ch'ah shaa ní'aah.
Tózis shaa ní'aah.
Tsits'aa' shaa ní'aah.
łitso shaa ní'aah.
Naaki yaal shaa ní'aah.

pattern response

TO THE TEACHER: Point to the object to cue the response.

Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?
Ha'át'íí-sh nínízin?

Ŋléí jooł shaa ní'aah.
Ŋléí beesh shaa ní'aah.
Ŋléí naaltsoos shaa ní'aah.
Ŋléí bááh shaa ní'aah.
Ŋléí bilasáana shaa ní'aah.
Ŋléí tsé shaa ní'aah.
Ŋléí chidí shaa ní'aah.
Ŋléí ch'ah shaa ní'aah.
Ŋléí tózis shaa ní'aah.
Ŋléí tsits'aa' shaa ní'aah.
Ŋléí łitso shaa ní'aah.
Ŋléí naaki yaal shaa ní'aah.

point and say

(Teacher points to the various objects)

Naaltsoos shaa ní'aah.
 Tsé shaa ní'aah.
 Litso shaa ní'aah.
 Beesh shaa ní'aah.
 Chidí shaa ní'aah.
 Naaki yaal shaa ní'aah.
 Bilasáana shaa ní'aah.
 Ch'ah shaa ní'aah.
 Tsits'aa' shaa ní'aah.
 Bááh shaa ní'aah.
 Tózis shaa ní'aah.

model

Béeso shaa níniil.

Give me the money.

TO THE STUDENT: niil refers to plural objects, usually two or three.substitution

naaltsoos
 bilasáana
 béeso
 leechagá'í (dog)
 mósí
 dibé (sheep)
 tózis
 tsé
 bila'táá'ii (fork)
 beesh adee' (spoon)
 awéé' (baby)

Naaltsoos shaa níniil.
 Bilasáana shaa níniil.
 Béeso shaa níniil.
 Leechagá'í shaa níniil.
 Mósí shaa níniil.
 Dibé shaa níniil.
 Tózis shaa níniil.
 Tsé shaa níniil.
 Bila'táá'ii shaa níniil.
 Beesh adee' shaa níniil.
 Awéé' shaa níniil.

pattern response

TO THE TEACHER: Point to the object to cue the response.

Díkwíí-sh nínízin?	Naaki naaltsoos shaa nínííł.
Díkwíí-sh nínízin?	Naaki béeso shaa nínííł.
Díkwíí-sh nínízin?	Naaki tsé shaa nínííł.
Díkwíí-sh nínízin?	Naaki awéé' shaa nínííł.
Díkwíí-sh nínízin?	Naaki dibé shaa nínííł.
Díkwíí-sh nínízin?	Naaki beesh adee' shaa nínííł.
Díkwíí-sh nínízin?	Naaki mósí shaa nínííł.
Díkwíí-sh nínízin?	Naaki bila'táá'ii shaa nínííł.
Díkwíí-sh nínízin?	Naaki leechaa'í shaa nínííł.
Díkwíí-sh nínízin?	Naaki tózis shaa nínííł.
Díkwíí-sh nínízin?	Naaki bilasáana shaa nínííł.

point and say (Teacher points to the various objects.)

Naaltsoos shaa nínííł.
 Awéé' shaa nínííł.
 Tózis shaa nínííł.
 Tsé shaa nínííł.
 Mósí shaa nínííł.
 Tózis shaa nínííł.
 Dibé shaa nínííł.
 Bilasáana shaa nínííł.
 Béeso shaa nínííł.
 Leechaa'í shaa nínííł.
 Bila'táá'ii shaa nínííł.

translation

1. Give me the book.
2. Give him the money.
3. Give us the dogs.
4. Hand me the salt.
5. Bring me the plate.
6. Take him the bottle.
7. Hand them the hat.
8. Give me two forks.

dialogue 1

- A. Jool shaa ní'aah.
 B. Háí-di-sh nínízin?
 A. Nléí shaa ní'aah.

dialogue 2

- A. Béeso shaa níníil.
 B. Díkwíí-sh nínízin?
 A. Táá' béeso shaa níníil.

Use Phaselistening for comprehension

- A. Dichin nisin.
 B. Dah nídaah.
 A. Ha'át'íí-sh deeshííł nínízin?
 B. Atsı' dóó nımasii nisin.
 A. Atsı' kóó siká, nımasii-dó'.
 B. Atsı' shaa ní'aah, bááh shaa níníil.

appropriate response

1. Da' dichin nínízin?
2. Ha'át'íí-sh deeshííł nínízin?
3. Háa-di-sh siká?
4. Ha'át'íí-sh yılńı?

listening for comprehension

- A. Da' dichin nínízin?
 B. Ou' 'adeeshííł.
 A. Ha'át'íí-sh nínízin?
 B. Naa'olı la' dóó atoo'.
 A. La' kóó siká.

appropriate response

1. Da' dichin nízin?
2. Ha'át'íí-sh deeshííł nízin?
3. Háa-di-sh siká?

Cycle 112

Manipulation Phasemodel

Jool baa ní'á.

I gave him a/the ball.

substitution

kéyah
 naanish (work)
 chidí bijéí (car battery)
 naaltsoos
 chidí
 bik'í dah 'asdahí
 tsé
 naaki yaal
 ch'ah

Kéyah baa ní'á.
 Naanish baa ní'á.
 Chidí bijéí baa ní'á.
 Naaltsoos baa ní'á.
 Chidí baa ní'á.
 Bik'í dah 'asdahí baa ní'á.
 Tsé baa ní'á.
 Naaki yaal baa ní'á.
 Ch'ah baa ní'á.

variable slot substitution

Jool baa ní'á.
 Jool nihaa ní'á.
 Kéyah nihaa ní'á.
 Kéyah naa ní'á.
 Kin naa ní'á.
 Kin baa ní'á.
 Jool baa ní'á.

model

Jool baa nínil.

I gave him the ball.

substitution

jool
béeso
tsits'aa'
awéé'
leechaa'í
kin
líí'
dibé
bilasáana
látsíná (bracelets)

Jool baa nínil.
Béeso baa nínil.
Tsits'aa' baa nínil.
Awéé' baa nínil.
Leechaa'í baa nínil.
Kin baa nínil.
Líí' baa nínil.
Dibé baa nínil.
Bilasáana baa nínil.
Látsíná baa nínil.

point and say

TO THE TEACHER: Point to the objects to cue drill.

Jool baa nínil.
Béeso baa nínil.
Tsits'aa' baa nínil.
Awéé' baa nínil.
Leechaa'í baa nínil.
Kin baa nínil.
Líí' baa nínil.
Dibé baa nínil.
Bilasáana baa nínil.
Látsíná baa nínil.

model

Ha'át'íí-sh baa yíní'á?

What did you give him?

pattern response

TO THE TEACHER: Point to the object to cue the response.

Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?
Ha'át'íí-sh baa yíní'á?

Jool baa ní'á.
Béeso baa ní'á.
Tsits'aa' baa ní'á.
Awéé' baa ní'á.
Leechaa'í baa ní'á.
Kin baa ní'á.
Líí' baa ní'á.
Dibé baa ní'á.
Bilasáana baa ní'á.
Látsíná baa ní'á.

model

Ha'át'íí-sh baa yíníníl?

What (things) did you give him?

pattern response

Da' jool baa yíníníl?

Nda béeso baa níníl.

Da' tsits'aa' baa yíníníl?

Nda, béeso baa níníl.

Da' awéé' baa yíníníl?

Nda, béeso baa níníl.

Da' leechaa'í baa yíníníl?

Nda, béeso baa níníl.

Da' kin baa yíníníl?

Nda, béeso baa níníl.

Da' líí' baa yíníníl?

Nda, béeso baa níníl.

Da' dibé baa yíníníl?

Nda, béeso baa níníl.

Da' bilasáana baa yíníníl?

Nda, béeso baa níníl.

Da' látsíná baa yíníníl?

Nda, béeso baa níníl.

variable slot substitution

Ha'át'íí-sh baa yíní'á?

Jool baa yíní'á.Jool shaa yíní'á.Naaltsoos shaa yíní'á.Naaltsoos baa yíní'á.Naaltsoos baa yíníníl.Béeso baa yíníníl.Béeso baa níníl.Chidí baa níníl.Chidí baa ní'á.Chidí naa ní'á.Naaki yaal naa ní'á.Naaki yaal nihaa ní'á.Naaki yaal nihaa níníl.Naaki yaal baa níníl.Naaki yaal baa yíníníl.Ha'át'íí-sh baa yíníníl.Ha'át'íí-sh baa yíní'á.dialogue 1

A. Ha'át'íí-sh baa yíní'á?

B. Naaltsoos baa ní'á.

dialogue 2

A. Da' béeso baa yíníní?

B. Dooda, jool baa níní.

Use Phaselistening for comprehension

A. Da' nichidí hóló?

B. Ndaga' shichidí ádin. Hastiin Ts'óózí baa ní'á.

A. Ha'át'íí-sh biniyé baa yíní'á?

B. Eí chidí yínízin.

A. Háá-góó-sh yee níyá?

B. Doo shí bée hózin da.

appropriate response

1. Da' bichidí hóló?

2. Háí-sh chidí yínízin?

3. Háá-góó-sh yee níyá?

activity

Teacher tells the class a story in Navaho. Class members are to ask each other questions concerning the story. Afterward, several of the students can retell the story.

Cycle 113

Manipulation Phasemodel

Asdzáan Ts'óózí tsits'aa' yaa
yíní'á.

He gave the box to Thin
Woman.

substitution

beesh
 ch'ah
 litso
 chidí
 naaltsoos
 bilasáana
 bik'í dah 'asdáhi

Beesh yaa yiní'á.
 Ch'ah yaa yiní'á.
 Litso yaa yiní'á.
 Chidí yaa yiní'á.
 Naaltsoos yaa yiní'á.
 Bilsáana yaa yiní'á.
 Bik'í dah 'asdáhi yaa yiní'á.

pattern response

Da' beesh baa yiní'á?
 Da' ch'ah baa yiní'á?
 Da' litso baa yiní'á?
 Da' chidí baa yiní'á?
 Da' naaltsoos baa yiní'á?
 Da' bilasáana baa yiní'á?
 Da' bik'í dah 'asdáhi baa yiní'á?

Nda, naghái beesh yaa yiní'á.
 Nda, naghái ch'ah yaa yiní'á.
 Nda, naghái litso yaa yiní'á.
 Nda, naghái chidí yaa yiní'á.
 Nda, naghái naaltsoos yaa yiní'á.
 Nda, naghái bilasáana yaa yiní'á.
 Nda, naghái bik'í dah 'asdáhi yaa yiní'á.

variable slot substitution

Beesh yaa yiní'á.
 Beesh shaa yiní'á.
 Beesh shaa yiníníl.
 Naaltsoos yaa yiníníl.
 Naaltsoos naa yiníníl.
 Naaltsoos naa ní'á.
 Naaltsoos nihaa ní'á.
 Ch'ah nihaa ní'á.
 Ch'ah nihaa yiní'á.
 Ch'ah shaa yiní'á.
 Ch'ah shaa yiníníl.
 Beesh shaa yiníníl.
 Beesh yaa yiníníl.

dialogue

- A. Kíi háí-sh tsits'aa' yaa yiní'á?
 B. Asdzáan Ts'óózi tsits'aa' yaa yiní'á.

Use Phaselistening for comprehension

Adáá'dáá' shzhé'é bichidí shaa yiní'á. Kwe'é éí chidí bee níyá. K'ad chidí doo naalnish da. Na'nzhoozhí-góó doo deesháá da. Yiskáa-go hastiin léí' ákóó bí deesh'ash.

appropriate response

1. Háa-dáá' bizhé'é chidí yaa yiní'á?
2. Kwe'é ha'át'íí-sh yee níyá?
3. Chidí-sh naalnish?
4. Háa-góó-sh deesháá nízin?
5. Yiskáa-go háa-góó-sh doogáá?
6. Háí-sh yí deesh'ash?

directed discourse

Nabídílkid: Háí-sh naaltsoos yaa yiní'á?
 Da' béeso yaa yiní'á?
 Ha'át'íí-sh shaa yiní'á?
 Háa-dáá'-sh chidí naa yiní'á?
 Háí-sh (name) bááh yiní'á?
 Ha'át'íí-sh nihaa yiní'á?

interpreting

1. Have (name) ask you what did he give you.
2. Have (name) ask me what I gave you.
3. Have (name) ask (name) if you gave (name) the book.
4. Have (name) tell (name) that (name) gave him the book.
5. Have (name) tell me that you gave him the money.

Cycle 114

Manipulation Phasemodel

Kéyah shaa doot'áá.

I will be given land.

substitution

naanish
 kéyah
 naaki yaal
 sindao (one cent)
 chidí
 naalyéhé báhooghan
 nilch'i' halne'é (radio)
 beesh hataalii (record player)

Naanish shaa doot'áál.
 Kéyah shaa doot'áál.
 Naaki yaal shaa doot'áál.
 Sindao shaa doot'áál.
 Chidí shaa doot'áál.
 Naalyéhé báhooghan shaa doot'áál.
 Nilch'i' halne'é shaa doot'áál.
 Beesh hataalii shaa doot'áál.

variable slot substitution

Kéyah shaa doot'áál.
 Kéyah baa doot'áál.
 Naanish baa doot'áál.
 Naanish naa doot'áál.
 Nilch'i' halne'é shaa doot'áál.
 Nilch'i' halne'é nihaa doot'áál.
 Beesh hataalii nihaa doot'áál.
 Beesh hataalii shaa doot'áál.
 Kéyah shaa doot'áál.

model

Naanish shaa yit'á.

I was given work.

substitution

kéyah
 naanish
 nilch'i' halne'é
 beesh hataalii
 sindao
 beeldléí (blanket)
 diyogí (rug)

Kéyah shaa yit'á.
 Naanish shaa yit'á.
 Nilch'i' halne'é shaa yit'á.
 Beesh hataalii shaa yit'á.
 Sindao shaa yit'á.
 Beeldléí shaa yit'á.
 Diyogí shaa yit'á.

variable slot substitution

Naanish shaa yit'á.
 Naanish shaa doot'ááǎ.
 Kéyah shaa doot'ááǎ.
 Kéyah nihaa doot'ááǎ.
 Diyogí nihaa doot'ááǎ.
 Diyogí nihaa yit'á.
 Naaltsoos nihaa yit'á.
 Naaltsoos baa yit'á.
 Beeldléí baa yit'á.
 Beeldléí shaa yit'á.
 Naanish shaa yit'á.

pattern response

Hahgo-sh kéyah naa doot'ááǎ?

T'áá íídáá' kéyah shaa yit'á.

Hahgo-sh naanish naa doot'ááǎ?

T'áá íídáá' naanish shaa yit'á.

Hahgo-sh beesh hataalii naa doot'ááǎ?

T'áá íídáá' beesh hataalii shaa yit'á.

Hahgo-sh naaltsoos naa doot'ááǎ?

T'áá íídáá' naaltsoos shaa yit'á.

Hahgo-sh kin naa doot'ááǎ?

T'áá íídáá' kin shaa yit'á.

Hahgo-sh hooghan naa doot'ááǎ?

T'áá íídáá' hooghan shaa yit'á.

Hahgo-sh diyogí naa doot'ááǎ?

T'áá íídáá' diyogí shaa yit'á.

dialogue

A. Hahgo-sh kéyah naa doot'ááǎ?

B. T'áá íídáá' kéyah shaa yit'á.

Use Phaselistening for comprehension

- A. Háá-góó-sh yínááǎ?
 B. Naat'áanii baghan-góó yishááǎ.
 A. Ha'át'íí-sh biniiyé?
 B. Áa-di naanish shaa doot'ááǎ.

appropriate response

1. Háá-góó-sh yigáál?
2. Háí-sh baghan-góó yigáál?
3. Ha'át'íí-sh biniyé?
4. Ha'át'íí-sh baa doot'áál?

listening for comprehension

- A. Naanish shaa díí'áál.
- B. T'áá íídáá' naanish naa yit'á.
- A. Éí doo yá'át'ééh da.
- B. Haa-sh yit'áo?
- A. T'áájíík'e naashnish.

appropriate response

1. Ha'át'íí-sh ní?
2. Da' naanish baa yit'á?
3. Da' naanish yá'át'ééh nízin?
4. Haa-sh yit'áo naanish doo yá'át'ééh da?

listening for comprehension

- A. Adáádáá' kwe'é níyá.
- B. Ha'át'íí-sh biniyé?
- A. Naanish shaa doot'áál jíní.
- B. Naanish ádin, jíní.
- A. Lá'aa, naanish íléi-jí haa doot'áál daats'í.
- B. Dooda shíí.

questioning

Students ask each other questions about the dialogue.

Cycle 115

Manipulation Phasemodel

Kónááhoodzaa-go ídoodáál. (ná.doo.[ø]d.gáál)

At this time next year he will come back.

substitution

kónááhoodzaa-go
 náádamóo-go (next Sunday)
 nááńdeezid-go (next month)
 i'íí'áa-go (sundown)
 hiííjǵǵ' (dusk)
 yiskáa-go

Kónááhoodzaa-go ńdoodááǵǵ.
 Náádamóo-go ńdoodááǵǵ.
 Nááńdeezid-go ńdoodááǵǵ.
 I'íí'áa-go ńdoodááǵǵ.
 Hiííjǵǵ'go ńdoodááǵǵ.
 Yiskáa-go ńdoodááǵǵ.

substitution

Na'ńzhoozhí-déé' ńdoodááǵǵ.

T'iisyaakin-déé'
 K'ai'bii'tó-déé'
 Tódineeshzhéé'-déé'
 Ch'ínlǵǵ-déé'
 Naakaibito'-déé'
 Naat'aanii Nééz-déé'

T'iisyaakin-déé' ńdoodááǵǵ.
 K'ai'bii'tó-déé' ńdoodááǵǵ.
 Tódineeshzhéé'-déé' ńdoodááǵǵ.
 Ch'ínlǵǵ-déé' ńdoodááǵǵ.
 Naakaibito'-déé' ńdoodááǵǵ.
 Naat'aanii Nééz-déé' ńdoodááǵǵ.

variable slot substitution

Kónááhoodzaa-go shaa ńdoodááǵǵ.
 Kónááhoodzaa-go nihaa ńdoodááǵǵ.
 Yiskáa-go nihaa ńdoodááǵǵ.
 Yiskáa-go naa ńdoodááǵǵ.
 Damóo-go naa ńdoodááǵǵ.
 Damóo-go nihaa ńdoodááǵǵ.
 Náádamóo-go nihaa ńdoodááǵǵ.
 Náádamóo-go shaa ńdoodááǵǵ.
 Kónááhoodzaa-go shaa ńdoodááǵǵ.

model

Hahgo-sh ńdoodááǵǵ? (ná.doo.d.gááǵǵ)

When will he return?

substitution

hahgo-sh
háí-sh
háí-sh yaa
háá-déé'-sh
haa hoolyé-déé'
háá-góó-sh

Hahgo-sh ndoodááł?
Hái-sh ndoodááł?
Hái-sh yaa ndoodááł?
Háá-déé'-sh ndoodááł?
Haa hoolyé-déé' ndoodááł?
Háá-góó-sh ndoodááł?

pattern response

Da' naa ndoodááł?

Nda, hooghan-góó ndoodááł.

Da' yiskáa-go ndoodááł?

Nda, hooghan-góó ndoodááł.

Da' Kíi yaa doogááł?

Nda, hooghan-góó ndoodááł.

Da' bimá baghan-góó doogááł?

Nda, hooghan-góó ndoodááł.

Tségháhoodzání-góó-sh doogááł?

Nda, hooghan-góó ndoodááł.

Hastiin Nééz yaa doogááł ya'?

Nda, hooghan-góó ndoodááł.

Yiskáa-go shaa ndoodááł ya'?

Nda, hooghan-góó ndoodááł.

dialogue

A. Hahgo-sh ndoodááł?

B. Kónááhoodzaa-go ndoodááł.

Use Phaselistening for comprehension

Adáádaá' Hastiin Ts'óózí shaa níyá. Sha'álchíní neinitin doo biniyé. K'ad K'ai'bii'tó-góó deeyá. Hastóí yil deeskai. Náadamóo áá-déé' ndoodááł. Líí' yee ndoodááł, jíní.

appropriate response

1. Hastiin Ts'óózí háá-dáá' níyá?
2. Ha'át'íí-sh biniyé níyá?
3. Háá-góó-sh deeyá?
4. Háí-sh yil deeskai?
5. Hahgo-sh áá-déé' ndoodááł?
6. Ha'át'íí-sh yee ndoodááł?

restaging

Create a dialogue for the story.

questioning

Ask each other questions about the story, with the teacher's aid.

Cycle 116

Manipulation Phasemodel

Ch'ínlíí-góó doo'ash áá-dóó hooghan-góó ndoot'ash.

They will go to Chinle and then they will return home.

grammatical substitution

hooghan-góó
yiskáa-go
Tséch'ízhí-góó
i'íí'áa-go
Híííííí'-go
K'ai'bii'tó-góó
t'áá honiidoi-go
aání'ní'áa-go

Hooghan-góó ndoot'ash.
Yiskáa-go ndoot'ash.
Tséch'ízhí-góó ndoot'ash.
I'íí'áa-go ndoot'ash.
Híííííí'-go ndoot'ash.
K'ai'bii'tó-góó ndoot'ash.
T'áá honiidoi-go ndoot'ash.
Aání'ní'áa-go ndoot'ash.

intergration

Ch'ínlíí-góó doo'ash.

Hooghan-góó ndoot'ash.

Ch'ínlíí-góó doo'ash áá-dóó hooghan-góó ndoot'ash.

Ch'ínlíí-góó doo'ash.
Naat'áanii Néez-góó doo'ash.
Tségháhoodzání-góó doo'ash.
T'iisyaakin-góó doo'ash.
T'iisnázbáas-góó doo'ash.
Tódineeshzhéé'-góó doo'ash.
Na'ńzhoozhí-góó doo'ash.

Yiskáa-go ndoot'ash.
Híííííí'-go ndoot'ash.
I'íí'áa-go ndoot'ash.
Nááadamóo-go ndoot'ash.
Hooghan-góó ndoot'ash.
Naaki yiskáa-go ndoot'ash.
Nááńdeezid-go ndoot'ash.

pattern response

Yiskāa-go-sh ndoot'ash?
Hooghan-góó-sh ndoot'ash?

Ch'ínííí-góó-sh ndoot'ash?
Damóo-go-sh ndoot'ash?
Dá'ák'ehalání-góó-sh ndoot'ash?

I'íí'āa-go-sh ndoot'ash?
Híííííí'-go-sh ndoot'ash?
Hayíííííí'-go-sh ndoot'ash?

Ndaga' Kíi t'éiyá yiskāa-go ndoodááí.
Ndaga' Kíi t'éiyá hooghan-góó ndoodááí.

Ndaga' Kíi t'éiyá Ch'ínííí-góó ndoodááí.
Ndaga' Kíi t'éiyá damóo-go ndoodááí.
Ndaga' Kíi t'éiyá Dá'ák'ehalání-góó
ndoodááí.

Ndaga' Kíi t'éiyá i'íí'āa-go ndoodááí.
Ndaga' Kíi t'éiyá híííííí'-go ndoodááí.
Ndaga' Kíi t'éiyá hayíííííí'-go ndoodááí.

model

Hooghan-góó ndookah.

They are returning home.

grammatical substitution

hooghan-góó
yiskāa-go
Tséch'ízhí-góó
i'íí'āa-go
híííííí'-go
K'ai'bii'tó-góó
t'āā honiidoi-go
alní'ní'āa-go

Hooghan-góó ndookah.
Yiskāa-go ndookah.
Tséch'ízhí-góó ndookah.
I'íí'āa-go ndookah.
Híííííí'-go ndookah.
K'ai'bii'tó-góó ndookah.
T'āā honiidoi-go ndookah.
Alní'ní'āa-go ndookah.

integration

Ch'ínííí-góó dookah.
Ch'ínííí-góó dookah áádóó hooghan-góó ndookah.

Hooghan-góó ndookah.

Ch'ínííí-góó dookah.
Naat'āanii Nééz-góó dookah.
Tségháhoodzání-góó dookah.
T'iisyaakin-góó dookah.
T'iisnāzbaas-góó dookah.
Na'nzhoozhí-góó dookah.
Tódineeshzhée'-góó dookah.

Yiskāa-go ndookah.
Híííííí'-go ndookah.
I'íí'āa-go ndookah.
Náadamóo-go ndookah.
Hooghan-góó ndookah.
Náándeézid-go ndookah.
Naaki yiskāa-go ndookah.

pattern response

- | | |
|---|---|
| Kíi-sh t'éiyá hooghan-góó ndoodáál? | Nda, t'áá át'é (all) hooghan-góó ndookah. |
| Kíi-sh t'éiyá yiskáa-go ndoodáál? | Nda, t'áá át'é yiskáa-go ndookah. |
| Kíi-sh t'éiyá Ch'ínlíí-góó ndoodáál? | Nda, t'áá át'é Ch'ínlíí-góó ndookah. |
| Kíi-sh t'éiyá damóo-go ndoodáál? | Nda, t'áá át'é damóo-go ndookah. |
| Kíi-sh t'éiyá Dá'ák'ehalání-góó ndoodáál? | Nda, t'áá át'é Dá'ák'ehalání-góó ndookah. |
| Kíi-sh t'éiyá i'íí'áa-go ndoodáál? | Nda, t'áá át'é i'íí'áa-go ndookah. |
| Kíi-sh t'éiyá hiiijíí'-go ndoodáál? | Nda, t'áá át'é hiiijíí'-go ndookah. |
| Kíi-sh t'éiyá hayíílkáa-go ndoodáál? | Nda, t'áá át'é hayíílkáa-go ndookah. |

dialogue 1

- | |
|--|
| <p>A. Háá-góó-sh doo'ash?</p> <p>B. Ch'ínlíí-góó doo'ash áádóó hooghan-góó ndooc'tash.</p> |
|--|

dialogue 2

- | |
|--|
| <p>A. Háá-góó-sh dookah?</p> <p>B. Na'ínzhoozhí-góó dookah.</p> <p>A. Áádóó-sha'?</p> <p>B. Hooghan-góó ndookah.</p> |
|--|

Use Phaselistening for comprehension

- A. Hastiin Nééz sidáá-sh?
- B. Dooda, doo sidáa da.
- A. Háa-di-sh naaghá?
- B. Naalyéhé báhooghan-di naaghá. Áádóó ndáá'-góó doogáál.
- A. Háí-sh yíí dookah?
- B. Hastóí naalyéhé báhooghan-di naakaihígíí yíí dookah.
- A. Hahgo-sh áá-déé' ndoodáál?
- B. Hayíílkáa-go ndoodáál.

appropriate response

1. Hastiin Nééz sidáá-sh?
2. Háa-di-sh naaghá?
3. Aádóó háá-góó-sh doogááł?
4. Háí-sh yił dookah?
5. Hahgo-sh ndeeshdáál?

restaging

Restage the dialogue.

retelling

Tell the class about the dialogue as if you had overheard it.

Cycle 117

Manipulation Phasemodel

Díí tł'ée' naa ndeeshdáál.

I return tonight to see you.

substitution

díí tł'ée'
yiskáa-go
hayííłkáa-go
kónááhoodzaa-go
damóo-go
híííííí'-go
táá' yiskáa-go

Díí tł'ée' naa ndeeshdáál.
Yiskáa-go naa ndeeshdáál.
Hayííłkáa-go naa ndeeshdáál.
Kónááhoodzaa-go naa ndeeshdáál.
Damóo-go naa ndeeshdáál.
Híííííí'-go naa ndeeshdáál.
Táá' yiskáa-go naa ndeeshdáál.

expansion and variable slot substitution

Ndeeshdáál.

Naa ndeeshdáál.

Baa ndeeshdáál.

Yiskáa-go baa ndeeshdáál.

Yiskáa-go nihaa ndeeshdáál.

Yiskáa-go nihaa ndoodáál.

Yiskáa-go hooghan-góó nihaa ndoodáál.

Yiskáa-go hooghan-góó nihaa ndoot'ash.

model

Hahgo-sh shaa ndíídáál?

When are you coming back to
see me?

substitution

Hahgo-sh ndíídáál?

háí-sh baa

háá-déé'-sh

háá-góó-sh

haa hoolyé-góó-sh

Háí-sh baa ndíídáál?

Háá-déé'-sh ndíídáál?

Háá-góó-sh ndíídáál?

Haa hoolyé-góó-sh ndíídáál?

pattern response

Ch'ínlǐǐ-góó-sh díínáál?

Ndaga' hooghan-góó ndeeshdáál.

Kíi-sh baa díínáál?

Ndaga' hooghan-góó ndeeshdáál.

Ndáá'-góó-sh díínáál?

Ndaga' hooghan-góó ndeeshdáál.

Na'akai-góó-sh díínáál?

Ndaga' hooghan-góó ndeeshdáál.

Dá'ák'ehalání-góó-sh díínáál?

Ndaga' hooghan-góó ndeeshdáál.

dialogue

A. Hahgo-sh shaa ndíídáál?

B. Díí tǐ'éé' naa ndeeshdáál.

Use Phaselistening for comprehension

- A. Háá-góó-sh díníya?
 B. Nléi na'akai-góó déyá.
 A. Hahgo-sh ndíídááł?
 B. Hayíłkăa-go ndeeshdááł daats'í.

appropriate response

1. Háá-góó-sh deeyá?
 2. Hahgo-sh ndoodááł?

listening for comprehension

Abíní-dăă' kwe'é níyá. Hastóí bil 'ííyăă'. Dibé bitsi' dóó nímásii yíyăă' éí shil likan. Híłijíł'-go hooghan ndeeshdááł. Hastóí bil 'ííyăă'ígíí kôo naakai doo, naaki yiskăa-go, áádóó hooghan-góó ndookah.

appropriate response

1. Háá-dăă' níyá?
 2. Háí-sh yil 'ííyăă'?
 3. Ha'át'íí-sh yíyíyăă'?
 4. Éí bil likan.
 5. Hahgo-sh ndoodááł?
 6. Hastóí háa-di-sh naakai doo?
 7. Haa nízaad-go áa-di naakai doo?
 8. Háá-góó-sh ndookah?

retelling

Tell the story to the class as if someone had told it to you.

Cycle 118

Manipulation Phasemodel

T'áadoo hodina'í ndiit'ash.

We will return soon.

substitution

daaní-go (spring)
 haaí-go (winter)
 shíí-go (summer)
 yiskáa-go
 hayíílkáa-go
 t'áadoo hodina'í-go

Daaní-go ndiit'ash.
 Haaí-go ndiit'ash.
 Shíí-go ndiit'ash.
 Yiskáa-go ndiit'ash.
 Hayíílkáa-go ndiit'ash.
 T'áadoo hodina'í-go ndiit'ash.

grammatical substitution

hooghan-góó
 áa-déé'
 Asdzáan Tsoh baa
 nihaa
 kónááhoodzaa-go
 hiiijíí'-go

Hooghan-góó ndiit'ash.
 Áa-déé' ndiit'ash.
 Asdzáan Tsoh baa ndiit'ash.
 Nihaa ndiit'ash.
 Kónááhoodzaa-go ndiit'ash.
 Hiiijíí'-go ndiit'ash.

integration

Tónaneesdizí-góó diit'ash. Hooghan-góó ndiit'ash.
 Tónaneesdizí-góó diit'ash áádóó hooghan-góó ndiit'ash.

Dá'ák'ehalání-góó diit'ash.
 Hastiin Néez baghan-góó diit'ash.
 Naalyéhé báhooghan-góó diit'ash.
 Ch'ínííí-góó diit'ash.
 T'iisnázbáas-góó diit'ash.
 Tónaneesdizí-góó diit'ash.

Hooghan-góó ndiit'ash.
 Kíi baa ndiit'ash.
 I'íí'áa-go ndiit'ash.
 Nihaa ndiit'ash.
 Hooghan-góó ndiit'ash.
 Hooghan-góó ndiit'ash.

model

Hahgo-sh ndooht'ash?

When are you (2) coming back?
 (returning).

pattern response

Yiskáa-go ndooht'ash ya'?
 Hiiijíí'-go ndooht'ash ya'?
 Hayíílkáa-go ndooht'ash ya'?
 Abíní-go ndooht'ash ya'?
 Alní'ní'áa-go ndooht'ash ya'?
 T'áá honiidoi-go ndooht'ash ya'?

Nda, i'íí'áa-go nihaa ndiit'ash.
 Nda, i'íí'áa-go nihaa ndiit'ash.
 Nda, i'íí'áa-go nihaa ndiit'ash.
 Nda, i'íí'áa-go nihaa ndiit'ash.
 Nda, i'íí'áa-go nihaa ndiit'ash.

dialogue

- A. Hahgo-sh ndooht'ash?
- B. T'áadoo hodina'í-go ndiit'ash.

Use Phaselistening for comprehension

- A. Yiskáa-go Tségháhoodzání-góó diit'ash.
- B. Ha'át'íí-sh biniyé?
- A. Áa-di aalah aleeh doolee.
- B. Ha'át'íí-sh baa naah'aash áa-di?
- A. Naat'áanii bá neilnish doo.
- B. Hahgo-sh áa-déé' ndooht'ash?
- A. Damóo i'íí'áa-go ndiit'ash.

appropriate response

1. Háá-góó-sh doo'ash?
2. Hahgo-sh Tségháhoodzání-góó doo'ash?
3. Ha'át'íí-sh yaa naa'ash doo?
4. Háí-sh yaa naalnish doo?
5. Hahgo-sh ndoot'ash?

directed discourse

- Abidiní: Háá-déé'-sh ndooht'ash?
- Hahgo-sh ndooht'ash?
- Háí-sh yaa ndooht'ash?
- Hooghan-góó-sh ndooht'ash ya'?

interpreting

1. Have (name) ask (name) when he will return.
 2. Have (name) ask (name) when you will return.
 3. Have (name) ask me when I will return.
 4. Have (name) ask (name) if he is returning tomorrow.
 5. Have (name) ask you when you are returning tomorrow.
- - - - -

Cycle 119

Manipulation Phasemodel

Abíní-dǎǎ' nádzá.

He returned the money.

substitution

abíní-dǎǎ'
 hayíílkǎǎ-dǎǎ'
 tǎ'ée'-dǎǎ'
 aǎní'ní'ǎǎ-dǎǎ'
 adǎǎdǎǎ'
 i'íí'ǎǎ-dǎǎ'

Abíní-dǎǎ' nádzá.
 Hayíílkǎǎ-dǎǎ' nádzá.
 Tǎ'ée'-dǎǎ' nádzá.
 Aǎní'ní'ǎǎ-dǎǎ' nádzá.
 Adǎǎdǎǎ' nádzá.
 I'íí'ǎǎ-dǎǎ' nádzá.

pattern response

Hastiin Nééz nádzá ya'?

Dooda, t'ah doo nádzáa da.

Molly nádzá ya'?

Dooda, t'ah doo nádzáa da.

Asdzáan Tsoh nádzá ya'?

Dooda, t'ah doo nádzáa da.

Nizhé'é nádzá ya'?

Dooda, t'ah doo nádzáa da.

Kíi nádzá ya'?

Dooda, t'ah doo nádzáa da.

Naat'áanii nádzá ya'?

Dooda, t'ah doo nádzáa da.

Nimá nádzá ya'?

Dooda, t'ah doo nádzáa da.

model

Hastóí doo nát'áázh da.

The men have not returned yet.

substitution

sáanii
 ashiiké
 at'éeéké
 shináliké
 shik'éeí
 shinaaí (older brother)
 shádí (older sister)
 hastóí

Sáanii doo nát'áázh da.
 Ashiiké doo nát'áázh da.
 At'éeéké doo nát'áázh da.
 Shináliké doo nát'áázh da.
 Shik'éeí doo nát'áázh da.
 Shinaaí doo nát'áázh da.
 Shádí doo nát'áázh da.
 Hastóí doo nát'áázh da.

pattern response

Hastóí t'ah doo nát'áázh da ya'?

Nda, abíní-dǎǎ' nát'áázh.

Sáanii t'ah doo nát'áázh da ya'?
 Ashiiké t'ah doo nát'áázh da ya'?
 At'ééke t'ah doo nát'áázh da ya'?
 Bik'éeí t'ah doo nát'áázh da ya'?
 Bádí t'ah doo nát'áázh da ya'?
 Bik'is t'ah doo nát'áázh da ya'?

Nda, abíní-dǎǎ' nát'áázh.
 Nda, abíní-dǎǎ' nát'áázh.
 Nda, abíní-dǎǎ' nát'áázh.
 Nda, abíní-dǎǎ' nát'áázh.
 Nda, abíní-dǎǎ' nát'áázh.
 Nda, abíní-dǎǎ' nát'áázh.

model

Diné kǒǒ baghanígíí doo náakai da.

The people who live here have not returned.

substitution

hastóí
 sáanii
 áłchíní
 at'ééke
 ashiiké

Hastóí kǒǒ baghanígíí doo náakai da.
 Sáanii kǒǒ baghanígíí doo náakai da.
 Áłchíní kǒǒ baghanígíí doo náakai da.
 At'ééke kǒǒ baghanígíí doo náakai da.
 Ashiiké kǒǒ baghanígíí doo náakai da.

variable slot substitution

Abíní-dǎǎ' hastóí náakai.
 Hayííłkǎǎ-dǎǎ' hastóí náakai.
 Hayííłkǎǎ-dǎǎ' hastóí nát'áázh.
 Hayííłkǎǎ-dǎǎ' bik'is nát'áázh.
 Háǎ-dǎǎ' bik'is nát'áázh.
 Háǎ-dǎǎ' bik'is nádzá.
 Háǎ-dǎǎ' bizhé'é nádzá.
 Abíní-dǎǎ' bizhé'é nádzá.
 Abíní-dǎǎ' binaaí nádzá.
 Abíní-dǎǎ' binaaí nát'áázh.

dialogue

A. Hastóí-sh náakai?

B. Dooda, shichei t'éiyá nádzá.

Use Phaselistening for comprehension

Adáádáá' hastóí yikai. Kinláńí-déé' náakai. Áa-di ndaalnish nt'ée'.

appropriate response

1. Háá-dáá' yikai?
2. Háá-déé' náakai?
3. Ha'át'íí-sh yaa naakai nt'ée'?

retelling

Retell the short monologue.

listening for comprehension

- A. Háá-góó-sh díníyá?
- B. Na'ńzhoozhí-góó déyá?
- A. Nizhé'é sidáa ya'?
- B. Dooda, t'ah doo nádzáa da.
- A. Háa-di-sh naaghá k'ad.
- B. Hóla Na'ńzhoozhí-di naaghá daats'í.

appropriate response

1. Háá-góó-sh deeyá?
2. Bizhé'é-sh sidá?
3. Háa-di-sh naaghá?

restaging

Restage the dialogue. Extend it beyond its present conclusion.

Cycle 120

Manipulation Phasemodel

Háá-déé' néínídzá? (ná.yí.ní.[d] yá)

From where did you return?

substitution

háí-sh baa
háá-dáá'-sh
háá-déé'

Háí-sh baa néínídzá?
Háá-dáá'-sh néínídzá?
Háá-déé' néínídzá?

variable slot substitution

Tl'ée'dáá' Tséch'ízhí-déé' néínídzá.
Tl'ée'dáá' háá-déé' néínídzá?
Abíní-dáá' háá-déé' néínídzá?
Abíní-dáá' háí-sh baa néínídzá?
Jíí-dáá' háí-sh baa néínídzá?
Jíí-dáá' Tséch'ízhí-déé' néínídzá.
Tl'ée'dáá' Tséch'ízhí-déé' néínídzá.

model

Tóta'-déé' nánísdzá.

I returned from Farmington,
New Mexico.

substitution

Hoozdoh-déé'
Kinlání-déé'
Ch'ínlíí-déé'
Tóta'-déé'
Tódineeshzhéé'-déé'

Hoozdoh-déé' nánísdzá.
Kinlání-déé' nánísdzá.
Ch'ínlíí-déé' nánísdzá.
Tóta'-déé' nánísdzá.
Tódineeshzhéé'-déé' nánísdzá.

grammatical substitution

Molly baa
hooghan-di
alk'idáá'
kóhoot'ée-dáá' (last year at this
time)

Molly baa nánísdzá.
Hooghan-di nánísdzá.
Alk'idáá' nánísdzá.
Kóhoot'ée-dáá' nánísdzá.

dialogue

A. Háá-déé' néínídzá?

B. Tóta'-déé' nánísdzá.

Use Phaselistening for comprehension

- A. Háá-dǎǎ' néínídzá?
 B. Naaki yiskǎǎ-dǎǎ' nánísdzá.
 A. Háa-di-sh nanináá nt'ǎǎ'?
 B. Chicago-di naasháá nt'ǎǎ'.
 A. Ha'át'íí-sh baa nanináá nt'ǎǎ' áa-di?
 B. 'Ííníshata' nt'ǎǎ'.
 A. Haa nízaad-jǐ' áa-di naghan?
 B. Naaki nááhai-jǐ'.

appropriate response

1. Háá-dǎǎ' nádzá?
 2. Háa-di-sh naagháá nt'ǎǎ'?
 3. Ha'át'íí-sh yaa naagháá nt'ǎǎ'?
 4. Haa nízaad-jǐ' áa-di baghan nt'ǎǎ'?

restaging

Using the context of the dialogue extend the conversation.

directed discourse

- Nabídílkid: Háá-dǎǎ' nádzá?
 Háá-dǎǎ' nádzá?
 Adǎǎdǎǎ'-sh nádzá?
 Ha'át'íí-sh yee nádzá?
 Chidí naat'a'í yee nádzá?
 Háí-sh yaa nádzá?
 Hooghan-di-sh nádzá?
 Ha'át'íí-sh biniiyé nádzá?

interpreting

1. Tell (name) that you returned last Sunday.
 2. Tell (name) that (name) came back last night.
 3. Tell (name) to tell (name) that you returned yesterday.
 4. Tell (name) that you will return in two weeks.
 5. Tell him I will return in five hours.
 6. Tell (name) that (name) has not returned yet.
- - - - -

Cycle 121

Manipulation Phasemodel

Nániit'áázh-go 'adiidííł.

When we return, we will eat.

substitutionnihił hodiilnih (we will tell you
[a story])kin ádiilnííł (we will make a
house)neiilnish doo
'adiidííł.niká ahidi'niilchéél (we will
help you.)

Nániit'áázh-go nihił hodiilnih.

Nániit'áázh-go kin ádiilnííł.

Nániit'áázh-go neiilnish doo.

Nániit'áázh-go 'adiidííł.

Nániit'áázh-go niká shidi'niildéél.

integration

nániit'áázh

Nániit'áázh-go adiidiííł.

adiidiííł.

nániit'áázh

nániit'áázh

nániit'áázh

nániit'áázh

nániit'áázh

nihił hodiilnih

kin ádiilnííł

neiilnish doo

niká ahidi'niilchéél

'adiidiííł

model

Hahgo-sh 'adoohsííł?

When will you (2) eat?

substitution

'adoohsííł

shiká ahidi'noolchéél (you (2)
will help me)

naalnish doo

nihił hodoolnih (you (2) will tell us)

kin ádoohííł (you (2) will make the
house)

Hahgo-sh 'adoohsííł?

Hahgo-sh shiká ahidi'noolchéél?

Hahgo-sh naalnish doo?

Hahgo-sh nihił hodoolnih?

Hahgo-sh kin ádoohííł?

substitution integration

Nánoot'áázh (you (2) returned) Adoohsííl.
Nánoot'áázh-go-sh 'adoohsííl.

nánoot'áázh	naalnish doo'
nánoot'áázh	nihił hodoolnih
nánoot'áázh	kin ádoohłíł
nánoot'áázh	shiká ahidi'noolchéel
nánoot'áázh	adoohsłł

pattern response

Hahgo-sh 'adoohsǰǰ?
Hahgo-sh kin ádoohǰǰ?

Nániit'áázh-go 'adiidǰǰ:
Nániit'áázh-go kin ádiilnǰǰ.

Hahgo-sh naalnish doo?	Nániit'áázh-go neilnish doo.
Hahgo-sh shiká ahidi'noolchéél?	Nániit'áázh-go shiká ahidi'noolchéél.
Hahgo-sh nihił hodoolnih?	Nániit'áázh-go nihił hodiilnih.
Hahgo-sh adoohsııł?	Nániit'áázh-go 'adiidııł.
Hahgo-sh kin ádoohłııł?	Nániit'áázh-go kin ádiilnııł.

translation

Will you two help me?	Shiká ahidi'noolchééł ya'?
We cannot help you.	Doo níká ahidi'niilchééł da.
You two can tell me a story.	Shil hodoolnih.
We will tell you a story.	Nil hodiilnih.
Let's make a house.	Kin ádiilníł.
You two can build the house.	Kin ádoohłíł.

dialogue

- A. Hahgo-sh adooohsǫǫ?
- B. Nániit'áázh-go adiidiǫǫ.

Use Phaselistening for comprehension

- A. Ndáá'-góó deet'áázh shimá.
 B. Hahgo-sh 'adoohsǫǫ?
 A. Áa-di 'adiidǫǫ daats'í.
 B. Háí-sh bits'ǫǫ 'adoohsǫǫ?
 A. Hóla. Nániit'áázh-go daats'í 'adiidǫǫ.
 B. Hahgo-sh ndooht'ash?
 A. Híííííí'go ndiit'ash.

appropriate response

1. Háá-góó-sh deezh'áázh?
 2. Háa-di-sh 'adooghǫǫ?
 3. Háí-sh yits'ǫǫ 'adooghǫǫ?
 4. Hahgo-sh adiidǫǫ, jini?

restaging

Restage the dialogue. Refuse to come home early. Also insist upon eating elsewhere than at home.

listening for comprehension

- A. Hahgo-sh kin ádiilníí?
 B. Hóla doo shí bééhozin da. Yiskǫǫ-go daats'í.
 A. Háá-góó-sh díníyá?
 B. K'ad na'akai-góó déyá.
 A. Hahgo-sh ndíídáá?
 B. Yiskǫǫ-go daats'í, naaki yiskǫǫ daats'í.
 A. Néinídzá-go índa kin ádiilníí ya'?

appropriate response

1. Háá-góó-sh deeya?
 2. Hahgo-sh ndoodáá?
 3. Nádzá-go ha'át'íí-sh yaa naa'aash doo.
-

Cycle 122

Manipulation Phasemodel

Kone'í Ch'ilchinbii'tó-góó atiin. This is the road to Chilchinbito.
(Inside here is the road to
Chilchinbito)

substitution

Na'ńzhoozhí-góó
Tségháhoodzání-góó
Tónaneesdizí-góó
Ch'ínlíí-góó
Tódineeshzhéé'-góó
Tóníłts'íłí-góó (Crystal)
Hóók'áá-góó

Kone'é Na'ńzhoozhí-góó atiin.
Kone'é Tségháhoodzání-góó atiin.
Kone'é Tónaneesdizí-góó atiin.
Kone'é Ch'ínlíí-góó atiin.
Kone'é Tódineeshzhéé'-góó atiin.
Kone'é Tóníłts'íłí-góó atiin.
Kone'é Hóók'áá-góó atiin.

substitution

Kódóó nahast'ei tsin sitá. (mile)

tsebii'
naaki
táá'
ashdla'
hastáah
tsosts'id

Kódóó tsebii' tsin sitá.
Kódóó naaki tsin sitá.
Kódóó táá' tsin sitá.
Kódóó ashdla' tsin sitá.
Kódóó hastáah tsin sitá.
Kódóó tsosts'id tsin sitá.

substitution

Naalyéhé báhooghan-déé' atiin.

Kíi baghan-déé'
Hastiin Ts'óózí baghan-déé'
Na'ńzhoozhí-déé'
Tséch'ízhí-déé'
hooghan-déé'
naalyéhé báhooghan-déé'

Kíi baghan-déé' atiin.
Hastiin Ts'óózí baghan-déé' atiin.
Na'ńzhoozhí-déé' atiin.
Tséch'ízhí-déé' atiin.
Hooghan-déé' atiin.
Naalyéhé báhooghan-déé' atiin.

pattern response

Díí-sh Ch' ^A ínlíí-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Ch' ^C ínlíí-góó atiin nahast'ei tsin sitá.
Díí-sh Na'ázhoozhí-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Na'ázhoozhí-góó atiin nahast'ei tsin sitá.
Díí-sh Tséch'ízíí-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Tséch'ízíí-góó atiin nahast'ei tsin sitá.
Díí-sh Na'akai-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Na'akai-góó atiin nahast'ei tsin sitá.
Díí-sh Hoozdoh-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Hoozdoh-góó atiin nahast'ei tsin sitá.
Díí-sh Tségháhoodzání-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Tségháhoodzání-góó atiin nahast'ei tsin sitá.
Díí-sh T'iisyaakin-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó T'iisyaakin-góó atiin nahast'ei tsin sitá.
Díí-sh Kinláńí-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Kinláńí-góó atiin nahast'ei tsin sitá.
Díí-sh T'iisnázbąąs-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó T'iisnázbąąs-góó atiin nahast'ei tsin sitá.
Díí-sh Dá'ák'ehalání-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Dá'ák'ehalání-góó atiin nahast'ei tsin sitá.
Díí-sh Tónaneesdizí-góó atiin?	Nda, díí Tóni ^B lts'ííí-déé' atiin.	Kódóó Tónaneesdizí-góó atiin nahast'ei tsin sitá.

model

Díí-sh háá-góó atiin?

Where does this road go?

substitution

háa-déé'
háa-jí-góó
háa-góó
háa-dóó
háa-di

Díí-sh háa-déé' atiin?
Díí-sh háa-jí-góó atiin?
Díí-sh háa-góó atiin?
Díí-sh háa-dóó atiin?
Díí-sh háa-di atiin?

dialogue

A. Díí-sh háa-góó atiin?

B. Kone'é Ch'ilchinbii'tó-góó atiin.

Use Phaselistening for comprehension

- A. Háa-góó-sh disohkai?
B. Ch'ilchinbii'tó-góó deekai.
A. Kone'é doo Ch'ilchinbii'tó-góó atiin da.
B. Éí atiin haa nízaad, kóóó?
A. Kóóó tsebii' tsin sitá.

appropriate response

1. Háa-góó-sh deeskai?
2. Kone'é Ch'ilchinbii'tó-góó atiin?
3. Éí atiin, haa nízaad?

restaging

Restage the dialogue. Change the destination.

listening for comprehension

- A. Díí atiin, háa-déé'?
B. Naalyéhé báhooghan-déé' atiin.
A. Doo Dá'ák'ehalání-góó atiin da ya'?
B. Ou' kone'é ákóó atiin.
A. Kóóó haa nízaad Dá'ák'ehalání-jí?
B. Nadiin tsin sitá daats'í.

appropriate response

1. Háá-déé' atiin?
2. Dá'ák'ehalání-góó-sh atiin?
3. Háa-di-sh Dá'ák'ehalání-góó atiin?
4. Haa nízaad Dá'ák'ehalání-jí' atiin?

Cycle 123

Manipulation Phasemodel

Díí atiin bohóóghis.

This road is pretty good.

substitution

hodilkoh (flat)
 bohóóghis
 hodighol (rough, bumpy)
 yá'áhót'ééh

Díí atiin hodilkoh.
 Díí atiin bohóóghis.
 Díí atiin hodighol.
 Díí atiin yá'áhót'ééh.

pattern response

Díí-sh atiin hodilkoh?

Doo shil bééhózin da. Yá'áhót'ééh shíí.

Díí-sh atiin yá'áhót'ééh?

Doo shil bééhózin da. Yá'áhót'ééh shíí.

Díí-sh atiin bohóóghis?

Doo shil bééhózin da. Yá'áhót'ééh shíí.

Díí-sh atiin hodighol?

Doo shil bééhózin da. Yá'áhót'ééh shíí.

Díí-sh atiin hodilkoh?

Doo shil bééhózin da. Yá'áhót'ééh shíí.

model

Díí atiin haa hoot'é?

How is the road?

dialogue

A. Atiin haa hoot'é?

B. Díí atiin bohóóghis.

Use Phaselistening for comprehension

- A. Háá-góó-sh atiin?
 B. Naalyéhé báhooghan-góó atiin.
 A. Atiin haa hoot'é?
 B. Doo shil bééhózin da, yá'áhót'ééh daats'í.
 A. Tl'ee'-dǎǎ' nahaltin ya'?
 B. Nda, naaki yiskǎǎ-dǎǎ' nahaltin nt'ěě'.
 A. Atiin hodighol ndi.

appropriate response

1. Háá-góó atiin?
 2. Atiin haa hoot'é?
 3. Da' atiin bahóóghis?
 4. Háá-dǎǎ' nahaltin nt'ěě'?
 5. Da' atiin hodighol nízin?

story

Tl'ěé'dǎǎ' nahaltin. Ch'ínlíí-góó atiin hodighol. Atiin doo yá'áhót'ééh da. Ch'ínlíí kóóó naaki tsin sitǎ.

appropriate questions

Nabídílkid: Atiin haa hoot'é?
 Díí háá-góó-sh atiin?
 Díí-sh atiin bohóóghis?
 Kóóó haa nízaad Ch'ínlíí-góó atiin?

story

Ch'ilchinbii'tó-góó yisháál nt'ěě'. Chidí bee yisháál nt'ěě'.
 Ch'ilchinbii'tó-góó atiin ghone' yisháál nt'ěě'. Eí atiin doo bohóóghis da. T'áá ííyisíí abíní-go nahaltin nt'ěě' biniina.

retelling

Retell the story.

- - - - -

model

He is telling about a Navaho story.

ma'ii jooldlooshi' (coyote tale)
 noóda'í (Ute Indian)
 diyin bahane' (a holy story)
 diné bahane'
 dzilghá'í
 kiis'áanii
 naa~~l~~áanii (other Indians)
 na'ashó'ii (lizard, reptile, horn
 toad)

Diné bahane' yaa halne' ya'?

Ma'ii jooldlooshi yaa halne' ya'?
 Nóoda'í yaa halne' ya'?
 Diyin bahane' yaa halne' ya'?
 Diné bahane' yaa halne' ya'?
 Dziłghá'í yaa halne' ya'?
 Kiis'aanii yaa halne' ya'?
 Naalání yaa halne' ya'?
 Na'ashó'ii yaa halne' ya'?

Ma'ii jooldlooshi yaa halne'.
 Nooda'i yaa halne'.
 Diyin bahane' yaa halne'.
 Diné bahane' yaa halne'.
 Dziigha'i yaa halne'.
 Kiis'aanii yaa halne'.
 Naalaní yaa halne'.
 Na'asho'ii yaa halne'.

Ou' diné bahane' yaa halne'.

Ou' ma'ii jooldlooshi yaa halne'.
 Ou' noóda'í yaa halne'.
 Ou' diyin bahane' yaa halne'.
 Ou' diné bahane' yaa halne'.
 Ou' dzilghá'í yaa halne'.
 Ou' kiis'aanii yaa halne'.
 Ou' naalání yaa halne'.
 Ou' na'ashó'íí yaa halne'.

Ha'át'íí-sh yaa halne'?

What is he telling (a story)
about?

substitution

ma'ii jooldlooshi-sh
 nóóda'í
 diyin bahane'
 diné bahane'
 dzilghá'í
 kiis'áanii
 naa'áanii
 na'ashó'ii

Da' ma'ii jooldlooshi-sh yaa halne'?
 Da' nóóda'í-sh yaa halne'?
 Da' diyin bahane'-ísh yaa halne'?
 Da' diné bahane'-ísh yaa halne'?
 Da' dzilghá'í-sh yaa halne'?
 Da' kiis'áanii-sh yaa halne'?
 Da' naa'áanii-sh yaa halne'?
 Da' na'ashó'ii-sh yaa halne'?

dialogue

A. Ha'át'íí-sh yaa halne'?

B. Diné bahane' yaa halne'.

Use Phaselistening for comprehension

Hastiin Ts'óózí diné bahane' yaa halne'. Alk'idáá' diné bikéyah-di doo naakai da nt'éé'. Diné kóó ádin jiní. Ma'ii t'éiyá naaghá jiní.

appropriate response

1. Háí-sh diné bahane' yaa halne'?
2. Ha'át'íí-sh yaa halne'?
3. Diné háa-di-sh naakai nt'éé' jiní?
4. Ha'át'íí-sh kóó naagháá nt'éé' jiní?

appropriate questions

Ábidiní: Háí-sh yaa halne'?
 Há'át'íí-sh yaa halne'?
 Diné-sh diné bikéyah-di naakai nt'éé'?
 Ma'ii háa-di-sh naagháá nt'éé' jiní?

story

Ba'ólta'í doo sidáa da. Ániid Na'ńzhoozhí-góó deeyá. Ákó dííjį áłchíní doo da'ólta' da.

retelling

Retell the story.

listening for comprehension

- A. Ólta'góó-sh díníyá?
 B. Ou' ólta'-góó déyá.
 A. Naghan-dóó ólta'-jį' haa nízAAD?
 B. Doo nízAADi da.

restaging

Restage the dialogue.

Cycle 125

Manipulation Phasemodel

Áníídí hóót'įid-ígíí bee bíł hashne'.

I am telling him about the news.

substitution

álk'idáá' hóót'įid-ígíí
 dinétah-go áhoniil-ígíí
 adáádáá' hóót'įid-ígíí
 kóhóot'éé-dáá' hóót'įid-ígíí (the
 things that happened last year at
 this time)
 áníídí hóót'įid-ígíí
 diné bina'nitin (Navaho teachings)

Alk'idáá' hóót'įid-ígíí bee bíł hashne'.
 Dinétah-go áhoniil-ígíí bee bíł hashné'.
 Adáádáá' hóót'įid-ígíí bee bíł hashne'.
 Kóhóot'éédáá' hóót'įid-ígíí bee bíł
 hashne'.

Áníídí hóót'įid-ígíí bee bíł hashne'.
 Diné bina'nitin bee bíł hashne'.

variable slot substitution

Bił hashne'.
Nił hashne'.
Nił halne'.
Yił halne'.
Nihił halne'.
Nihił hashne'.
Baa hashne'.
Nihaa hashne'.
Nihaa halne'.
Shaa halne'.
Naa halne'.
Naa hashne'.
Bił hashne'.

variable slot substitution

Diné bahane' bee bił hashne'.
 Diné bahane' bee nił hashne'.
 Diné bahane' yee nił halne'.
 Diné bina'nitin yee nił halne'.
 Diné bina'nitin yee yił halne'.
 Diné bina'nitin yee nihił halne'.
 Diné bina'nitin bee nihił hashne'.

integration

bił hashne'	diné bahane'
Diné bahane' bee bił hashne'.	

yił halne'	diné bahane'
Diné bahane' yee yił halne'.	

nił hashne'	diné bahane'
nihił hashne'	diné bahane'
nihił halne'	diné bahane'
shił halne'	diné bahane'
nihił halne'	diné bahane'
nihił hashne'	diné bahane'
bił hashne'	diné bahane'
yił halne'	diné bahane'

model

Ha'át'íí-sh bee bił hólne'?

What are you telling him about?

variable slot substitution

Ha'át'íí-sh bee bił hólne'?

Háí-sh bee bił hólne'?

Áníídí hóót'ííd-ígíí-sh bee bił hólne'?

Áníídí hóót'ííd-ígíí-sh bee shił hólne'?

Diné bina'nitin bee shił hólne'.

Diné bina'nitin bee nihił hólne'.

Alk'idáá' hóót'ííd-ígíí bee nihił hólne'.

dialogue

A. Ha'át'íí-sh bee bił hólne'?

B. Áníídí hóót'ííd-ígíí bee bił hólne'.

Use Phaselistening for comprehension

A. Nihił hólne'.

B. Ha'át'íí-sh bee nihił hashne'?

A. Alk'idáá' diné bahane' bee nihił hólne'.

B. Alk'idáá' diné bahane' doo shił bééhózin da.

A. Nichei daats'í nihił halne' doo.

B. Alk'idáá' diné bahane' yił nihił halne' bidishníf doo.

appropriate response

1. Ha'át'íí yilní?

2. Ha'át'íí-sh yee nihił halne' nízin?

3. Da' éí bahane' bił bééhózin?

4. Háí-sh yee yił halne' doo?

listening for comprehension

K'ad diné bina'nitin bee nihił hashné!. Nlāh-di dah nídāāh. Alk'idāā' jini, ma'ii kōō naaghá jini.

appropriate questions

Nabídíłkid: Ha'át'íí-sh yaa na'nitin?
 Ha'át'íí-sh ashkii yilní?
 Ha'át'íí-sh yaa halne'?

story

Alk'idāā' ɬíí' hainitá jini. Akó díí hastiin t'áa doo ayāa da naaki yiskāa, jini. Akogoshíí t'ah nt'ée', ha'át'íí shíí léí' yik'iníyá. Dahsání át'é nízin nt'ée'. Akoshíí diyeeshéel dóo deeshíí nízin nt'ée' jini.

retelling

Retell the story.

Cycle 126

Manipulation Phasemodel

Hastiin Yázhí baa hwiilne'.

We are telling about Little Man.

substitution

Hastiin Nééz
 Asdzáan Léí'
 ashkii Kíí wolyéí (the boy who
 is called Kíí)
 Hastiin Yázhí
 nihinaat'áanii (leader)
 aláají sizíinii (leader, one who
 stands in front)
 bá sizíinii (representative, one who
 stands for us.)
 at'ééd Baa' wolyéí (the girl who is
 called Baa')

Hastiin Nééz baa hwiilne'.
 Asdzáan Léí' baa hwiilne'.
 Ashkii Kíí wolyéí baa hwiilne'.

Hastiin Yázhí baa hwiilne'.
 Nihinaat'áanii baa hwiilne'.
 Aláají sizíinii baa hwiilne'.

Bá sizíinii baa hwiilne'.

At'ééd Baa' wolyéí baa hwiilne'.

integration

Ashkii Kíi wolyé.

Kíi baa hwiilne'.

Ashkii Kíi wolyéí baa hwiilne'.

Ashkii Harry wolyé.

Harry baa hwiilne'.

Shiláají sizíinii Kíi wolyé.

Kíi baa hwiilne'.

Biláají sizíinii Kíi wolyé.

Kíi baa hwiilne'.

Nihinaat'áanii Hastiin Tsoh wolyé.

Hastiin Tsoh baa hwiilne'.

Nihá sizíinii Hastiin Tsoh wolyé.

Hastiin Tsoh baa hwiilne'.

Shá sizíinii Hastiin Tsoh wolyé.

Hastiin Tsoh baa hwiilne'.

model

Háí-sh baa hołne'?

Who are you (2) telling
about?pattern response

Naat'áanii-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Aláají sizíinii-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Bá sizíinii-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Nihá sizíinii-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Nihinaat'áanii-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Nihiláají-sh baa hołne'?

Dooda, ólta' baa hwiilne'.

Shá sizíinii baa hołne'?

Dooda, ólta' baa hwiilne'.

dialogue

A. Háí-sh baa hołne'?

B. Hastiin Yázhí baa hwiilne'.

Use Phaselistening for comprehension

A. Háí-sh baa hołne'?

B. Nihiláa-jí sizíinii Hastiin Yázhí wolyéí baa hwiilne'.

A. Ha'át'íí-sh yaa naagháá nt'éé'?

B. Kiisáanii dinétah-go áhonííl-ígíí yee yil halne' nt'éé'.

appropriate response

1. Háí-sh yaa halne'?
2. Ha'át'íí-sh yaa naagháá nt'éé'?
3. Háí-sh yíł halne'?
4. Ha'át'íí-sh yee yíł halne'?

TEACHER: Tell any true story to the class. For example, begin: K'ad hane' bíł nihil hashne'. Da'íísółts'áá'.

appropriate questions

Ask students to ask each other questions from the story. Teacher tells students what questions to ask.

story

- A. Hahgo-sh Na'ńzhoozhí-góó díníyá?
- B. Yiskáa-go abíní-dáá' daats'í. Há'át'íí-sh biniyé bina'ídíłkid?
- A. Shi-dó' áko shíni' áko daats'í yíit'ash dooleel.
- B. Hágoshíí, háa-di iihdoolghol?
- A. T'áá kwe'é shaa díinaáł daats'í.
- B. Atiin baahgi shiba' sínída dooleel ya'?

story

Yiskáa-go abíní-dáá' Na'asht'ézhí-góó deeyá, t'áá honiidoi-go. Áko ákóó níní'go kwe'é díinaáł. Éí dooda-go, kwe'é doo nanináa da-go. Doo niba' da doo. Íishjáá' ákót'é.

Unit Thirteen

REVIEW STAGE

Looking Backstories

A. Hastiinísh sidá?

B. Dooda. Ba'alchíní t'éi naháaztá, éí Tónaneesdizí-góó 'ííyá. Naaki yiskáadáá'.

A. Díkwíí-sh biidoolkaal áa-di.

B. Hóla éí doo áníi da.

A. Yiskáa-go abíní-dáá' kwe'é yíniyá-go Tségháhoodzání-góó ní deesh'ash. 'ííshjáá' t'áá íiyísii abínídáá' kwe'é díínáál.

B. Yiskáa-go abíní-dáá' Na'ázhoozhí-góó deet'áázh níí, hahgo-shíí ndiit'ash sha'shin.

C. Naanish hólóg-go t'éiyá diné náás yikaah. Naaki nááhai-dáá' naanish t'óó áhayóí nt'éé'. Éí bee-go diné náás deeskai.

A. Jooł shaa ní'aah.

B. Háí-di-sh nínízin?

A. Nléí shaa ní'aah.

A. Béeso shaa níníil.

B. Díkwíí-sh nínízin?

A. Táá' béeso shaa níníil.

A. Adáádaá' kwe'é níyá.

B. Ha'át'íí-sh biniyé?

A. Naanish shaa doot'áál, jiní.

B. Naanish ádin, jiní.

A. La'ga naanish íléi-jí haa doot'áál daats'í.

B. Dooda shíí.

Abíní-dáá' kwe'é níyá. Hastóí bil 'ííyáá'. Dibé bitsí' doo nímasii yiyáá'.
Éí shil líkan. Hííjíí'-go hooghan-góó ndeeshdáál. Hastóí bil 'ííyáá'ígíí
kóó naakai doo, naaki yiskáa-go. Áádóó hooghan-góó ndookah.

Tl'éé'-dáá' nahaltin. Ch'ínlíí-góó atiin hodighol. Atiin doo yá'áhót'ééh
da. Ch'ínlíí kódóó naaki tsin sitá.

A. Háí-sh baa hołne'?

B. Nihiláájí sizíjinii baa hwiilne'.

A. Ha'át'íí-sh yaa naagháá ít'éé'?

B. Déii Kiisáanii dinétah-go áhonííl-ígíí yee yil halne'.